

# **WEST VIRGINIA UNIVERSITY**

**College of Applied Human Sciences  
School of Counseling & Well-Being**

## **M.S. in Counseling Program**



### **Practicum & Internship Fieldwork Manual**

(October 2024)

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## INTRODUCTION

Practicum and Internship provides students with supervised counseling experiences, which are designed to consolidate, integrate, and link theory to practice. In short, fieldwork provides students with opportunities to develop, refine, and evaluate their counseling skills. The purpose of this manual is to provide information, procedures, timelines, guidelines, objectives, necessary forms, and information that should be helpful to students. Also, included are recommendations for maximizing the learning experience during both practicum and internship. Any student who is applying for and/or completing practicum or internship should read this manual. Becoming familiar with the procedures and policies described in this manual will help students:

- Identify appropriate fieldwork sites
- Apply to appropriate sites
- Meet important timelines and requirements
- Develop appropriate supervision and learning goals
- Appropriately document fieldwork hours
- Maximize their learning experience
- Maintain clear communication with their site and faculty supervisors

In addition, students applying for or completing practicum or internship should also be familiar with and adhere to:

- Fieldwork site policies and procedures
- Program requirements
- Fieldwork course syllabus
- ACA/ASCA Code of Ethics
- WV Department of Education requirements for placement in public schools in WV (School Counseling students only)

## IMPORTANT TERMS and DESCRIPTIONS

### Practicum

Practicum is a supervised counseling experience (minimum total of **100 contact hours, with 40 being direct hours**) designed to orient students to the role and responsibilities of the professional school or clinical mental health counselor. Practicum generally occurs during the fall semester of the second year. *Practicum must be completed before internship.* This experience is defined more comprehensively in the pages that follow.

### Internship

Internship is the culmination of the academic preparation to become a professional counselor. This supervised, clinical **40 hour a week** experience enables students to focus more intensely on a broader range of competencies and skills. It generally occurs during the spring semester of the second year and requires a minimum total of **600 contact hours, with 240 direct hours.** This experience is defined more comprehensively in the pages that follow.

### Clinical Mental Health Counseling Track Placements

Clinical Mental Health Counseling placements are designed to provide the knowledge and skills required for counselors to work in a variety of clinical mental health settings, including mental health centers, substance abuse treatment programs, social service agencies, residential and intensive outpatient, home/school-based programs, and employee assistance programs in business and industry. Accordingly, Clinical Mental Health Counseling Track students will have experiences that may include but are not limited to:

- Diagnosis and assessment
- Intake and treatment/discharge planning/outcome assessment
- Crisis response
- Psychoeducation
- Short- and long-term personal counseling,
- Substance abuse treatment
- Family and relationship counseling
- Long term supportive counseling for those with chronic emotional problems
- Group counseling

### School Counseling Track Placements

School Counseling placements are designed to provide the knowledge and skills required to be an effective professional school counselor. Accordingly, School Counseling students may have experiences that include but are not limited to:

- Group and short-term individual counseling to help children deal with developmental concerns, school related problems, and other personal concerns

- Referral of and advocacy for children who require specialized assistance
- Coordination efforts with teachers, parents, support personnel, and community resources to promote program objectives, and facilitate successful student development and achievement
- Integration of guidance curriculum into the total school curriculum.

### Direct Service Hours

Direct Service hours are interactions with clients/students during which counseling, consultation, or human development skills are utilized. This term refers to time that is spent directly with clients either in person, on the phone, or live distance/virtual sessions. It specifically refers to the following activities: *intake assessment, individual counseling, group counseling, classroom guidance, and presentations.*

### Distance Counseling/Virtual Counseling Services

CACREP has not provided specific guidance to counselor education programs regarding direct service hour limits when providing counseling in a virtual setting during clinical experience(s). Distance/virtual counseling would be considered direct service, provided that the client is an actual client (not a role-play). The Counseling Program supports the use of technology to provide counseling services. However, the intent of both practicum and internship experiences is for the student to be physically present while providing counseling to develop in-person clinical skills and for evaluative purposes. Students should seek permission from the clinical experience coordinator when considering a placement where distance/virtual counseling is provided. Students should not seek placement at a site that is fully remote, as it is likely this request will be denied. If approved to work at a site that provides distance counseling, the student would be expected to comply with all ethical and legal standards related to the provision of distance counseling including, but not limited to, training, competence, security, and state regulations.

### Indirect Service Hours

Indirect Service hours are interactions and/or responsibilities which by their very nature are

intended to benefit clients who are served at the student's practicum or internship site. Indirect Service hours include but are not limited to:

- Training
- Staff meetings
- Documentation
- Record-keeping
- Time spent reading or researching topics related to client concerns, community resources, counseling, etc. (topics must be documented)
- Consultation
- Workshop presentations
- Research
- Time spent learning the policies and procedures of the counseling site
- Time spent assisting the student's supervisor with clinically related tasks (document specific task)
- Supervision

Other professional activities, which are site and/or student specific, may also be appropriately counted as Indirect Hours but must be approved in ADVANCE by faculty supervisors.

### Site Supervisor/Supervision

Site supervisors provide on-site training and supervision of practicum and internship students. Site supervisors provide scheduled weekly, individual supervision sessions. Site Supervisors must have an earned Master's Degree in Counseling or a related field and have two years of experience as a counselor or a therapist (see additional CACREP requirements below) During supervision sessions, students have the opportunity to discuss ethical/professional concerns, client issues and interventions, application and integration of theories, practicum procedures and policies, and professional development issues. Supervisors can ask students to be prepared to present audio/video tapes of counseling sessions during these sessions as well as review session notes. Many on-site supervisors also augment these individual supervision sessions by electing to have students sit in on sessions with clients as a co-counselor or by observing sessions or interactions with clients.

Site supervisors of school counseling students may be subject to additional requirements of the WV

Department of Education (WVDE). School counseling students should work with the field work coordinator to identify school counselors who meet WVDE qualifications for serving as a mentor teacher.

### Faculty Supervisors/Supervision

Faculty Supervisors conduct group supervision, for an average of 1 ½ to 2 hours each week in a semester. Faculty Supervisors meet with students individually or in pairs for supervision. During these supervision sessions students discuss ethical/professional concerns, client issues and interventions, application and integration of theories, and fieldwork site and professional development issues. Students are also required to present a *minimum* of four audio/video tapes of counseling sessions that are reviewed during supervision sessions.

### GRADE REQUIREMENTS FOR PRACTICUM AND INTERNSHIP

Fieldwork placement is contingent upon students being in *good standing* in the counseling program. If a student is on academic probation, fieldwork placement will be delayed until they are removed from probation. If a student has an incomplete (I) or a failing grade (F) in any course, internship may not be approved until the incomplete or unsatisfactory is changed to a satisfactory grade. Internship placement will not be approved if the student has an incomplete (I) or a failing grade (F) in practicum.

One or more grades of “C” or less in required courses suggests that a student may have competency deficits that will jeopardize his/her success in a fieldwork setting. In such cases, the Fieldwork Committee may recommend one of the following: delay of placement, delay with special remediation, enrollment in fieldwork with remediation, transfer to another degree program, termination of the student as a degree candidate.

## PRACTICUM

### Prerequisites

Anyone applying for practicum must have completed or be enrolled in the following courses:

School	Clinical Mental Health
COUN 501 Coun Theory & Tech I	COUN 501 Coun Theory & Tech I
COUN 536 Theories of Human Development	COUN 536 Theories of Human Development
COUN 610/611 School Services I & II	COUN 622 Clinical Mental Health Counseling
COUN 634 Cultural Issues	COUN 634 Cultural Issues
COUN 606 Coun Theory & Tech II	COUN 606 Coun Theory & Tech II
COUN 630 Coun Children/Adoles/Parents	COUN 630 Counseling Children/Adoles/Parents
COUN 640 Addictions Counseling	COUN 640 Addictions Counseling
COUN 664 Ethics	COUN 664 Ethics
COUN 665 Diagnosis & Treatment Planning	COUN 665 Diagnosis & Treatment Planning
COUN 668 Crisis, Trauma, & Grief	COUN 668 Crisis, Trauma, & Grief
*COUN 609 Group Coun & Tech	*COUN 609 Group Coun & Tech
*COUN 620 Lifespan Career Counseling	*COUN 620 Lifespan Career Counseling
*COUN 645 Couples/Family Counseling	*COUN 645 Couples/Family Counseling
	**COUN 684 Supervision Models
* concurrent with practicum	** concurrent with internship

## Description of Practicum

The practicum experience is designed to orient students to the role and responsibilities of the professional school or clinical mental health counselor. This experience provides students with closely supervised opportunities during which they can develop individual and group counseling skills. Operationally, practicum is defined as a professional experience consisting of a minimum of **100** contact hours (3 graduate credit hours) in an approved agency or educational setting. Practicum can occur during the fall or spring semester but generally takes place during the fall. **Practicum (and internship) credit is not available during the summer.**

## Goals of Practicum

- To acquaint students with and provide them with opportunities to engage in the roles, duties, and responsibilities of a professional school or clinical mental health counselor.
- To enable students to develop counseling techniques that are best acquired and developed in actual counseling relationships.
- To help students learn to integrate counseling theories acquired through course work to actual client/student issues and concerns.
- To help students develop the skills of a counselor so that they can begin to feel confident in their ability to function as professionals in the field.
- To help students work and function as a team member with other professionals in the counseling process.
- To provide students with experiences which enable them to comprehend and respond to feedback from supervisors.

## Application Timeline

Students are required to complete all placement processes including documents and the practicum contract prior to the beginning of the semester. Failure to complete these items may result in a denial of the application, delay in

starting at the site, and/or a need to withdraw from practicum and take it in the following semester. The site placement process takes time to complete and involves both the site supervisor and clinical coordinator to finalize documents. Students should adhere to the deadlines and instructions given by the clinical coordinator so they can remain on track in their plan of study. Under no circumstances should a student begin work at a site that has not been approved in Tevera, begin working with a supervisor who has not been approved in Tevera, or begin accruing hours if a contract has not been signed. Students who fail to follow these guidelines may be removed from the site, removed from the practicum class, and faculty will meet to determine if a remediation plan is necessary.

## Practicum Requirements

Generally, practicum consists of a placement of at least one day per week for one semester (15 weeks) at an **approved** agency, service, or institutional setting. Meetings with the faculty supervisor and the practicum group supervision may be counted toward these contact hours. A minimum of **100** contact hours is required. **Forty (40)** of these must be direct service hours. *It is important to note that some practicum sites (clinical mental health as well as school sites) require additional hours and may specify that the hours be scheduled over the course of **two** days.* Increasingly, students are opting to maximize their practicum experience by scheduling additional hours at their sites. These students may be more competitive as they interview for internships and ultimately full-time employment.

A weekly 1 ½ to 2-hour group supervision session with an assigned faculty member is required. This meeting provides opportunities for students to share experiences, discuss ethical concerns, and counseling and consultation interventions. Case presentations and assigned readings may also be required by faculty supervisors. These meetings count towards the **100** contact hours.



Individual or triadic supervision with a faculty supervisor is also required. Faculty must schedule these sessions with several students in addition to other departmental responsibilities. Thus, these sessions will be arranged around the scheduling needs of faculty members. Students are responsible for adhering to supervision times with faculty members. Audio and/or videotape of a counseling session may be discussed during many of these individual sessions. Students should have their tapes cued and ready to present.

Weekly individual supervision by the on-site supervisor is also required, at least 1 hour per

week. On-site supervisors are encouraged to include the following activities in their supervision:

- Case/client discussion and feedback
- Review of audio and or video-tapes
- Observation of the student's sessions
- Co-counseling opportunities with the site supervisor or other counselors at the site
- Review of session notes
- Ongoing performance feedback
- Discussions regarding linking theory to practice

### Practicum Requirement Summary

- Practicum is a minimum of one day per week for 15 weeks
- 100 approved contact hours (remember this is at a minimum)
- 40 of these 100 hours must be direct service work
- Weekly individual supervision with the site supervisor
- A *minimum* of 10 group meetings with practicum class
- A *minimum* of 4 audio /video tapes of clients

Note: Experience in group work is **strongly** encouraged during practicum. Although no specific number of hours is required, students may spend as many as **fifteen** of their required direct service hours in this activity.

### Grading of Practicum

One of two grades is given for the practicum: "P" (Pass) or "F" (Fail). A grade of "P" indicates a satisfactory completion of all site and university requirements at an acceptable level. A grade of "F" will be given when site or university requirements have not been accomplished in an acceptable manner. A grade of F is grounds for termination from the program. Please review the practicum syllabus for learning objectives and requirements for passing practicum.

## **INTERNSHIP**

### **Prerequisites for Internship**

The prerequisites for internship are the same as for practicum plus a passing grade in practicum and B's or better in the core courses taken during the practicum semester. A student must complete practicum before enrolling in internship.

### **Description of Internship**

Internship is the culmination of the academic preparation to become a professional counselor. This clinical experience enables students to focus intensely on a broader range of competencies and skills. In evaluating possible sites, students should carefully consider their professional goals, previous/related experiences, learning needs, interests, and expectations for fieldwork. Optimally, students will find a site that represents a "good fit" with their experience, learning needs, career goals, values, interests, and licensure requirements. Operationally, internship is defined as a professional, clinical training experience consisting of a minimum of **600** contact hours (9 credit hours) in an approved agency or educational setting. Two hundred forty (**240**) of the designated hours must be direct service contact hours.

### **Application Timeline**

Students are required to complete all placement process documents, and the internship contract prior to the beginning of the semester. Failure to complete these items may result in a denial of the application, delay in starting at the site, and/or a need to withdraw from internship and take it in the following semester. The site placement process takes time to complete and involves both the site supervisor and clinical coordinator to finalize documents. Students should adhere to the deadlines and instructions given by the clinical coordinator so they can remain on track in their plan of study. Under no circumstances should a student begin work at a site that has not been approved in Tevera, begin working with a

supervisor who has not been approved in Tevera, or begin accruing hours if a contract has not been signed. Students who fail to follow these guidelines may be removed from the site, removed from the practicum class, and faculty will meet to determine if a remediation plan is necessary.

### **Internship Requirements**

Internship is a full-time counseling experience at an APPROVED clinical or educational site. It is scheduled over the course of the fifteen-week semester. Note: Policies regarding absences during WVU's Thanksgiving, spring break, and scheduled holidays which occur during the semester are site specific; that is, a student may or may not have the same break as the University. The site can require students to be present during these breaks.

During internship, a minimum of **three** hours each day should be spent providing direct counseling services to clients. A minimum of **240** hours of Direct Service hours are required for internship.

Group supervision sessions with an assigned faculty member are required and provide opportunities for students to share experiences and discuss cases, intervention strategies, and ethical concerns. Group supervision (1 ½ -2 hours) will be similar to the those required for practicum. Case presentations and assigned readings may also be required by Faculty Supervisors. These meetings count towards the 600 contact hours.

Weekly individual supervision by the on-site supervisor is also required. On-site supervisors are encouraged to include the following activities:

- Case/client discussion and feedback
- Review of audio and or video-recordings
- Observation of the student's sessions
- Co-counseling opportunities with the site supervisor or other counselors at the site
- Review of session notes
- Ongoing performance feedback and review of student's learning goals

- Discussions regarding linking theory to practice
- Discussions regarding personal and professional development
- Review of agency/school procedures/requirements and resources
- Employment/job/ search/licensure related discussions

Students are also expected to engage in group counseling. Ideally, at least **20** contact hours

would be devoted to group counseling; that is, the student spends at least 20 hours leading or co-leading groups. If a student is having difficulty in obtaining 20 contact hours over the semester, they should discuss this with their faculty supervisor. Students are also encouraged to participate in consultative activities, which benefit another party (e.g., working with a teacher, parent, or human service worker to benefit a client).

### **Internship Requirement Summary**

- *Minimum* of 600 contact hours (9 credit hours) (5 days per week across 15 weeks of semester)
- *Minimum* of 240 Direct service hours (3 hrs. per day)
- Weekly on-site supervision
- Weekly group supervision with faculty supervisor
- Individual/triadic supervision with faculty supervisor

### **Internship Evaluation**

One of two grades is given for the internship, “P” (Pass) or “F” (Fail). A grade of “P” indicates a satisfactory completion of all site and university requirements at an acceptable level. A grade of “F” will be given when site or university requirements have not been accomplished in an acceptable manner. A grade of F is grounds for termination from the program. Please review the practicum syllabus for learning objectives and requirements for passing practicum.

- Pending or unresolved academic dishonesty or student conduct issues
- Previous criminal convictions.

### **Scheduling**

Full-time students generally enroll in practicum in the fall semester and internship in the spring semester of their second year. Students who vary from this sequence should meet with their advisor to ensure that they meet the requirements. Students in the part-time program may take practicum in either the fall or spring semester providing that it is offered and there is space in the section.

### **Enrollment**

Students must enroll for three (3) credit hours for practicum and nine (9) credit hours for internship. Students are responsible for confirming with their advisors that they have met course pre-requisites. **Enrollment does not guarantee admission to fieldwork.**

## **QUESTIONS AND CONCERNS**

### **Denial of Admission to Fieldwork**

After students have successfully completed the fieldwork prerequisites or are enrolled in classes that are prerequisites, they may apply for practicum or internship. On rare occasions, students are denied field placement. Reasons for denial may include but are not limited to the following:

- Unsatisfactory academic performance.
- Failure to complete prerequisites.
- Unfavorable faculty recommendations.

### **Semester Calendar**

Fieldwork activities can only be scheduled during the academic semester. Hours must be scheduled throughout the semester to ensure that the student’s counseling skills develop and are supervised within a developmental framework. In other words, students cannot work overtime so

that they can finish in 10 or so weeks. Exceptions to this policy must be approved in advance by the Fieldwork Coordinator.

## Faculty Supervisor Assignment

Students can generally choose their section/supervisor of practicum or internship. Although the Program Coordinator will attempt to place students with their selected choice, limited numbers of students in each section often require that students may be assigned to a faculty member other than the one selected. A student who is especially motivated to be placed with a faculty member should submit a written request to the Program Coordinator. This written request will be considered in making final selections. Students are not permitted to make supervision arrangements with non-assigned faculty members unless they have the express permission of the Fieldwork Committee.

## FIELDWORK SITE SELECTION

The fieldwork site selection process can initially seem confusing and even daunting to students (particularly if they do not read this manual). In the next three sections of this manual, students are provided with timelines, procedures, important suggestions, interview questions, and an outline of related responsibilities. This information should answer most if not all the questions which students typically have.

## Fieldwork Coordinator

To facilitate the process of applying for Practicum or Internship, the department designates a person to be the Fieldwork Coordinator, and a secretary to handle the paperwork. Questions and paperwork should be directed towards the Dr. Lisa Platt, your advisor, or your faculty supervisor.

## Timelines for Application for Field Placement

The timelines for **practicum** applications and interviews may vary from semester to semester. Generally the timelines are as follows:

- **By Feb 1**, Students meet with field work coordinator or their faculty advisor to discuss potential sites for placement
- **May 1**: Placements for the fall will be finalized in Tevera. *Students without placements at this time must contact the Fieldwork Coordinator.*
- **By Oct 1**: Students meet with field work coordinator or their faculty advisor to discuss potential sites for placement
- **By Nov. 15**: Placements for the fall will be finalized in Tevera. *Students without placements at this time must contact the Fieldwork Coordinator.*

## Learning about Fieldwork Sites

When selecting potential fieldwork sites, students should consider the following factors:

- The type of client served by the site: will there be exposure to a diverse group of clients or a specific population (children, adolescents, adult, or the elderly) and will the presenting problems of these clients be of clinical interest?
- The type of services provided: Does the site provide enough variety and depth of services required to meet the fieldwork requirements? What type of interventions/ services do student interns typically provide? Is there enough client base to ensure that students can more than meet the fieldwork requirements?
- The facilities: Is there adequate, appropriately equipped office space?
- Supervision: Will there be a qualified master's prepared supervisor on site? What is the supervisor's theoretical orientation? In the absence of the supervisor, who provides supervision? What are the procedures for on-site audio/ videotaping? According to CACREP, the organization that accredits our program, site supervisors must meet the following criteria:

*Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses;*

(3) a **minimum** of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (CACREP, 2016). \*WVDE often require additional credentialing for supervisors of school counseling students.

Although not explicitly prohibited during practicum, students are discouraged from considering agencies and practices that have 1-3 providers/clinicians. Sole-provider and smaller private practices don't often take students for clinical experiences. Sites that are not already approved may not be able to provide the student with the required minimum hours, weekly supervision, or a consistent case load. If a student is interested in pursuing a single provider or small private practice, they are required to communicate interest to the clinical coordinator who will determine if the site will be approved and may consult with other faculty in the decision-making process. Students are not permitted to complete their internship at a site that has a single provider or is a small private practice. Additional guidance can be provided by the clinical coordinator if a student is uncertain if a potential site meets the requirements.

Students can learn more about potential fieldwork placements by:

- Reviewing the list of approved fieldwork sites
- Discussing potential fieldwork options with faculty and other students
- Reviewing agency and school websites
- Reviewing previous site evaluations

### **Applying to Fieldwork Sites which are not on the Approved List or in Tevera**

Students who are interested in applying to fieldwork sites not on the list or found in Tevera must communicate with the Fieldwork Coordinator **BEFORE** contacting the sites. All new fieldwork sites must be approved by the Fieldwork Coordinator (in conjunction with

other faculty). A minimum of two weeks is required to review these requests.

\*Fieldwork sites must be willing to:

- Provide (1) hour of scheduled weekly supervision by a master's prepared supervisor (who has at least a Master's Degree in Counseling or a related field and two years of experience as a counselor or a therapist).
- Provide the depth and range of experiences required for a practicum or internship.
- Be willing to communicate regularly with the department
- Be willing to participate in an onsite interview
- Engage in clinical practices and conduct which are consistent with and/or exceed those required by the ACA Code of Ethics.
- Provide students with the opportunity to video/ audio record students.
- Sign a fieldwork agreement with the department.
- Review and sign semester hour logs.
- Participate in ongoing evaluation of students.
- Provide a written description of the agency goals, characteristics of client populations, proposed activities for the practicum or internship student, and the name of the designated field supervisor.
- Encourage the student to engage in site sponsored activities, such as continuing education and consultation with other professional agencies.

Requirements apply to existing and new fieldwork sites.

### **Fieldwork Application Approval**

After considering multiple fieldwork sites, students will submit either a Practicum or Internship Application Form along with a resume via the Tevera, online system. The Fieldwork Coordinator will evaluate the request.

The following factors are used as guidelines for the approval of student's requested site:

- Student preference, experience, and skills

- Adherence to fieldwork timelines and procedures
- Number of students accepted at a site
- Availability of appropriate on-site supervision
- Location of the field placement
- Capacity and willingness of a site to meet the program objectives
- Student's academic background

It should be noted that the ultimate decision on a student assigned to a site rests with the site itself. WVU cannot and will not override any decision by a site to deny a student a placement.

## **SCHEDULING PLACEMENT INTERVIEWS**

The fieldwork selection process has become increasingly competitive. Because of this, students will likely be asked to participate in interviews with prospective sites. Students who delay contacting and interviewing may discover that the sites they were most interested in are no longer available. Resumes should be provided to the sites during the scheduled interview. If a site address, phone number or supervisor is no longer current please contact Dr. Lisa Platt.

- Students will be required to attend a brief meeting with the fieldwork coordinator to discuss their goals for placement. After which, students submit their fieldwork applications via Tevera
- Students contact the site supervisors and schedule interviews. **STUDENTS SHOULD NOT WAIT FOR SITE SUPERVISORS TO CONTACT THEM.** It is a good idea to begin with an email and follow-up with a phone call if the site supervisor does not respond within two working days.
- After reviewing the available information regarding their potential sites, students will interview with their respective sites (clothing appropriate to the site and interview context).
- Students may wish to follow-up their interviews with an email note of thanks or to ask any remaining questions.

- Site supervisors should be reminded to contact the student and Fieldwork Coordinator and communicate the outcome of the interview.
- If offered a fieldwork experience, students should confirm their interest or lack of interest in a placement to the site supervisors and the Fieldwork Coordinator.
- Next, site supervisors should return the fieldwork contract to the counseling department via Tevera (students may need to follow-up with site supervisors to ensure that this happens).
- Students must work with site supervisors to ensure that they understand the Tevera process and complete all required paperwork.

It is important to remember that fieldwork sites have the option of **declining or accepting** applicants. Therefore, candidates should carefully consider how they can make the best possible impression when they visit sites on an informal or formal basis. Students who take the time to research their site, learn about the population served, prepare and present related work samples and a professional resume are more likely to be selected. Students should also consider the likely possibility that potential fieldwork sites may review content which students have blogged or posted about themselves on social media sites. Web pages or blogs which show students in a negative light may reflect unfavorably on the student and the department.

## **Potential Interview Questions (before and during the interview)**

- Is this the type of work you want to be potentially doing?
- Is this the type of client population you want to work with?
- Does the site provide a wide enough range of clinical and training activities?
- Will you be able to record sessions? (Note: You are required to turn in

recordings. If a site that you really want does not allow for recording, you may talk to the Fieldwork Coordinator about possible options for taping.)

- Does the site provide orientation and/or in-service training? When is it?
- Will you be able lead or co-lead a group?
- Are there opportunities to interact with various kinds of professionals (teachers, social workers, psychiatrists etc)?
- How many semesters are you expected to be involved with the agency (some agencies leave this up to the student, but many requires at least a two-semester commitment)?
- Have previous students been able to easily meet the fieldwork requirements in terms of number and types of clients?
- How have former students evaluated this site and/or supervisor?
- Location --can you reliably transport yourself to the site?
- For students with counseling experience, does the site provide opportunities that will develop and enhance existing skills?
- Does the supervisor/site operate from a theoretical base that is of interest and will help you develop new skills?
- Does the supervisor and site have a reputation for valuing client needs and engaging in ethical practice?
- What is a typical day of a practicum/intern student like?
- When they consider their previous practicum/internship students, what qualities or skills did these students possess?
- Are there any books, web resources, or journals which you can read to prepare for this site or client population?
- What kind of training is provided for students?
- What does the supervisor see as most important in supervision?

- What kinds of positions do students typically get after they complete this internship?
- How do the students interact with the professionals at the site?

## **PRACTICUM/INTERNSHIP SITE LOGISTICS AND REQUIREMENTS**

### **Professional Liability Insurance**

Counseling students at West Virginia University *who are engaged in practicum or internship experiences designated by the Counseling Department* are covered by a state insurance policy to the amount of \$1,000,000. (Copies of this insurance policy can be made available to practicum and internship sites if site personnel wish to review the policy.) **However, to protect yourselves individually, students are required to purchase their own professional liability insurance.** Insurance may be acquired through one of two counseling associations: ACA ([www.counseling.org](http://www.counseling.org)) or ASCA ([www.schoolcounselor.org](http://www.schoolcounselor.org)) or from CPH & Associates ([www.cphins.com](http://www.cphins.com)). Students must purchase insurance that will provide at least 1 million dollars annual aggregate coverage and the easiest way to apply is on-line.

### **Student Teaching Permits**

Students in the School Counseling Track are required by the WV Department of Education to obtain student teaching permits prior to beginning their fieldwork. The permit process includes a background check and an application; there is a fee for each. Beginning in the fall of 2017, students are required by the WV Department of Education to take and pass the PRAXIS II (Professional School Counselor) exam PRIOR to applying for the student teaching permit. Student teaching permits will not be issued to students who do not take and pass the PRAXIS II prior to application. Information including registration deadlines, fees, and test preparation may be found at the Educational Testing Services website ([www.ets.org](http://www.ets.org)). Students may obtain the student teaching permit application packets from the CAHS Certification Specialist, Kristin Pinkney.

## Professionalism

Students are expected to adhere to agency/school standards and expectations regarding professionalism. Prior to the first day of practicum and internship it is especially important for students to be familiar with policies regarding dress, conduct, use of titles and contact with clients. During practicum and internship, students will be transitioning into more professional roles. Agencies and schools will expect students to dress and conduct themselves accordingly. Operationally, this means students must be especially mindful of their attire and personal presentation, strictly adhere to work/lunch hour time frames, and consider how their conduct at the site and in public may impact how clients and their colleagues perceive them. Failure to adhere to professionalism standards such as attire, reliable attendance, and professional work behavior, can be grounds for a grade of F in the field placement course and/or removal from the program.

## Departmental Meetings and Classes

Scheduling fieldwork hours, required courses, and personal responsibilities can be challenging, particularly during internship. In our experience, this process is less stressful and complicated when expectations are clearly communicated. *Fieldwork hours must be scheduled around required counseling classes, supervision, and infrequent departmental meetings.*

## Fieldwork Compensation

Unfortunately, practicum and internship students are generally not monetarily compensated for the many contributions they make to their fieldwork sites. Should an agency or school however provide a stipend, salary, or hourly wage these arrangements must be approved in **advance** by the Fieldwork Coordinator (in consultation with the faculty).

## Illness/Emergency

Infrequent illness and other emergencies may cause students to be absent from their fieldwork

site. In the event of illness or emergencies, students are expected to contact their site supervisor.

Faculty supervisors should be notified of absences that extend beyond two days or which occur frequently. Plans for making up extended absences must be discussed with the site and faculty supervisors. Extended or frequent absences from fieldwork may result in a student removal from the site and/or an unsatisfactory grade.

## Inclement Weather/Snow Days

During inclement weather, students should make every effort to report to their fieldwork site and should follow agency /school policies regarding closings. When it is impossible for students to get to an agency/school that remains open, the hours will need to be made up. Students are responsible for developing a plan for making up missed fieldwork hours with their site supervisors. When an agency or school is closed due to inclement weather or a work stoppage, students must make every attempt to reschedule those hours.

## University Holidays and Breaks

During fieldwork placements, students will experience many of the advantages and some of the disadvantages of being part of an agency or a school. One of the disadvantages however, is that students are expected to adhere to the agency/school holiday schedule unless alternative arrangements are made with the site supervisor. Students should not plan Thanksgiving or Spring Break trips without their site supervisor's approval.

## Agency Holidays/Other Closings

Students may take any holiday or other closing as long as the required fieldwork hours are completed.

## Employment during Internship

Employment during internship is discouraged. With that said, we are aware that personal circumstances may require that students continue to be employed during internship. Students who



must work during internship may wish to consider applying to sites that have expanded or more flexible operational hours. Students who are employed during internship must keep in mind that in almost all cases their *employment hours must be scheduled around their required internship hours*. Site supervisors will (and should) expect students to put the needs of the agency/school and clients as their top priority. Some students request extending internship over two semesters. Students who complete their internship over two semesters will have to attend the group supervision meetings during both semesters.

### **Fieldwork Placement in Student's Place of Employment**

Practicum and internship placements by their very design are educational, not employment experiences. Placements are meant to give students new, challenging experiences. Because work sites usually do not provide new experiences, only under very specific circumstances will a student's request to complete fieldwork at their employment site be approved. This request must be made to the Fieldwork Coordinator (who will bring the request to the faculty) a full semester before the proposed placement.

### **Terminating the Clinical Experience**

Although rare, there may be instances where a student, or the site, feels it necessary for the clinical experience to terminate before the end of the semester. Students should communicate concerns with their faculty supervisor as they arise at the site. Often, issues at a site can be remedied through conversations that involve all parties and the student can complete their clinical experience as intended. If necessary, the faculty supervisor, site supervisor, and field experience coordinator may meet to discuss and address concerns raised by a student. In situations where it is determined that the student should no longer continue at a site, the student is required to work with their site supervisor to appropriately transfer clients to avoid client abandonment. A student should not "quit" a site without appropriate notice to the site supervisor (minimum of 2 weeks). This should only occur

when there is faculty supervisor and field experience coordinator support. If a student is terminated from a field placement or a student fails to adhere to these policies regarding leaving a placement, a student may be subject to termination from the program.

## **SUPERVISION**

Supervision is one of the most essential components the fieldwork process. During supervision students will have opportunities to discuss ethical/professional concerns, client issues and interventions, application and integration of theories, practicum/internship procedures and policies, and professional and personal development issues. Current and former students have consistently described the supervision experience as among the most valuable of their graduate training.

Attending supervision sessions is critical. Students are expected to be on time. During each session students should be prepared to discuss the progress of ongoing counseling, to present cued audio/video recordings of counseling sessions, and review session notes (on site supervision only). Many on-site supervisors will also augment these individual sessions by electing to have students sit in on sessions with clients as a co-counselor or by observing sessions or interactions with clients. The format for individual supervision sessions is at the discretion of the on-site and faculty supervisor and may vary from student to student, depending on his or her developmental needs, client issues and the demands or requirements of the site.

Supervisors have vicarious responsibility for the counseling and counseling related responsibilities performed by their supervisees. This means that they are ethically and legally responsible for the cases and activities they supervise. Supervisors must act to ensure that their supervisees (practicum and internship students) perform their responsibilities in an ethical, legal manner and which promotes the well-being of clients. On-site supervisors have many more opportunities to observe, support and evaluate a student's on-site work. They, in fact, have the most oversight for a practicum and

internship student. Accordingly, they also have the primary ethical and legal responsibility for a practicum and or internship student's work.

Practicum and internship students must be provided with back-up supervision when the supervisor is out of for any extended period (vacation, prolonged illness, etc.). Cancelled supervision times should be re-scheduled and students must be provided with clear instructions on how to contact their supervisor (and/or their designee) in case of an emergency.

## **GENERAL RESPONSIBILITIES FOR PRACTICUM AND INTERNSHIP**

There are several responsibilities that apply to both practicum and internship. Many (but not all) of these responsibilities are provided below:

### **Student Responsibilities**

1. Complete all course prerequisites prior to practicum and internship.
2. Be familiar with departmental and agency/school fieldwork policies, procedures, and deadlines.
3. Select potential sites in consultation with their advisor and the Fieldwork Coordinator.
4. Be familiar with and use Tevera for all placement paperwork, time tracking, and faculty assignments
5. Schedule and participate in interviews with potential fieldwork supervisors.
6. Attend meetings scheduled by the Fieldwork Coordinator. A meeting regarding potential practicum sites and fieldwork procedures and policies will be scheduled in early fall of each academic year. The date and time of this required meeting will be provided to students during the fall semester.
7. Participate in agency/school orientation/training prior to the start of internship (or before seeing clients). At a minimum, students should be familiar with site operations/procedures/policies, resources, professional literature, computer systems, referral procedures, and assessment instruments.

8. Obtain liability insurance and provide a copy of insurance verification to be uploaded into Tevera prior to the start of field experience
9. Familiarity with and adherence to the ethical standards of the American Counseling Association (ACA) available at:  
<http://www.counseling.org/knowledge-center/ethics>
10. School counselors must also be familiar with and adhere to the ASCA ethical standards available at:  
<https://www.schoolcounselor.org/school-counselors-members/legal-ethical>
11. Prompt and regular attendance at the fieldwork site and at all the practicum or internship course and supervision meetings.
12. Dress appropriately and conduct themselves in a professional manner
13. Clearly communicate with clients regarding their status as a counseling student/trainee
14. Communicate problems and concerns in a timely manner to the site and/or faculty supervisor. Client emergencies, conflicts with agency/staff, and/or ethical concerns must be communicated immediately to the site and/or faculty supervisor.
15. Provide audio or video recordings of counseling sessions to their faculty supervisor (and site supervisor as required). Students must obtain permission to record from their site supervisor, written permission from clients as well as adhere to the rules and regulations of the site and the ACA, and ASCA related to recording sessions.
16. Notify the Fieldwork Coordinator in a timely way should emergency circumstances or illness prevent them from keeping to their agreed upon schedule.
17. Seek out, prepare for, and utilize supervision. This means being prepared to discuss cases, concerns, and questions when attending weekly supervision.
18. Complete all case records and progress notes in such a manner as to fully comply

with Federal and state law, the ACA Ethical Code, the ASCA Ethical Code, and site policies (For clinical mental health students this means completing all required HIPAA training).

19. Maintain an accurate and timely log of their fieldwork activities in Tevera
20. Complete Site and Supervisor Student Evaluation forms and submit in Tevera according to prescribed timelines in that semester.
21. Fill-out fieldwork log forms accurately, regularly, and complete and submit them to the Faculty Supervisor in Tevera according to the timelines provided by the faculty supervisor.

Failure to adhere to the above responsibilities is grounds for probation and/or termination from the program.

### **On–Site Supervisor Responsibilities**

1. Provide students and the Counseling department with updated contact information (including email address and site web address).
2. Communicate with interviewed students (and the department) regarding their outcome of the selection process.
3. Clearly communicate expectations, requirements, and evaluation criteria and work with students to develop goals for their fieldwork training.
4. Engage in ongoing professional development in supervision.
5. Follow the ethical standards of the American Counseling Association (ACA) or the American School Counselor Association (ASCA) applicable federal and state laws, and departmental and university procedures regarding fieldwork and evaluation of students. Supervisors should be particularly familiar with Section F: Supervision, Training and Teaching.  
<http://www.counseling.org>
6. Provide adequate workspace and necessary supplies and equipment to students

7. Provide training, which orients students to agency mission, goals, internal operating procedures, staff, emergency procedures and available related agency and community resources.
8. Assign clinical and site responsibilities which consider student's learning needs, the ongoing development of their skills, and the needs of the agency.
9. Supervise student's on-site fieldwork. Logistically this means that the on-site supervisor is responsible for supervising the diagnosis of clients, the process and consequences of treatment, and all counseling-related responsibilities and outcomes.
10. In their absence, ensure that back-up supervision is provided to students.
11. Assess student's counseling skills by observing sessions, co-counseling and/or reviewing video/audio recordings of the student's work.
12. Ensure that students are assigned appropriate responsibilities and clients within their approved counseling site.
13. Provide students with regular opportunities to audio/video record clients. If the agency does not allow this, the student should be made aware of this policy. In some cases, the faculty supervisor and the student can come up with alternative ways for taping.
14. Contact the faculty supervisor early in the semester in the event the student is not performing satisfactorily.
15. Inform students of the legal and ethical issues pertinent to counseling and our profession.
16. Regularly review case records kept by student to ensure that these case records are kept according to site requirements, the ACA ethical code, and federal and state laws.
17. Schedule weekly individual supervision with students.
18. Provide ultimate responsibility for client issues.
19. Provide ongoing feedback to students regarding their skill development and

- thoughtfully complete the required midterm and final evaluation of students.
20. Review and sign student's fieldwork and supervision log in Tevera
  21. Support student's professional development by providing them with supervision, training, and in the case of interns, time away from the site to participate in required (infrequent) departmental meetings, academic courses, and employment interviews.

### **Faculty Supervisor Responsibilities**

1. Provide the student and the site supervisor with contact information (email and telephone #).
2. Arrange to meet with students for the appropriate number of individual and group sessions. (A minimum of 10 individual during practicum and 10 group sessions in practicum and internship).
3. Engage in ongoing professional development in supervision, ethics, and counselor education.
4. Follow the ethical standards of the American Counseling Association (ACA) or the American School Counselor Association (ASCA), departmental and university procedures, and federal and state laws. Supervisors should be particularly familiar with Section F: Supervision, Training and Teaching <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>
5. Clearly state expectations, requirements, and evaluation criteria.
6. Provide supervision (individual, dyadic, or triadic and group) as outlined in the Counseling 685 or 686 syllabi.
7. Inform students of the ethical responsibilities and standards of the counseling profession.
8. Inform students of legal issues related to the counseling profession (e.g., confidentiality, privileged communication, duty to warn and protect, malpractice, and negligence).
9. Ensure that the student is maintaining case records on each client, according to the site requirements, ACA ethical code,

- and pertinent state and federal laws (in conjunction with the site supervisor).
10. Review audio/video recordings of the student's counseling sessions.
  11. Provide ongoing feedback to students regarding their skill development and professional growth.
  12. Help students recognize and navigate problems related to interpersonal dynamics/conflicts between the intern and professionals at the fieldwork site.
  13. Help students regularly and accurately evaluate their professional development and growth during the fieldwork experience.
  14. Inform students at the earliest opportunity if their progress is not satisfactory and when appropriate, work with on-site supervisor to develop a remediation plan.
  15. Facilitate and develop discussions, lectures, and/or other training experiences to meet the learning needs of their students.
  16. Review student's fieldwork logs, evaluations, and performance in class and assign fieldwork grades in a manner consistent with the guidelines outlined in this manual.
  17. Notify the Fieldwork Coordinator of the existence of conflicts which could necessitate the removal of a student from a site.

### **Fieldwork Coordinator Responsibilities**

1. Regularly update the fieldwork site list.
2. Schedule and facilitate fieldwork meetings (orientation to practicum in the fall and meetings with students by appointment in the fall and spring).
3. In conjunction with other faculty, review requests by students to use sites not typically used in the past by students.
4. Communication with sites regarding the availability of fieldwork opportunities.
5. Develop and evaluate new fieldwork opportunities.

6. Maintain appropriate contact with students, faculty advisors, and university and site supervisors.
7. Consult with site and university supervisors regarding problems with student's fieldwork placements.
8. Ensure that contracts and evaluations are completed via Tevera.
9. Update fieldwork manual, site list, and forms.
10. Help students obtain an appropriate practicum and internship site.
11. Serve as a liaison between the site personnel, faculty, and students.
12. As time permits, develop supervision training and resource materials for on-site supervisors.

## **STUDENT EVALUATIONS & GRADING**

### **Mid-term and Final Evaluations**

Evaluation of student performance is an ongoing process. What this means essentially is that students should receive feedback about their performance as the semester progresses not just at the mid and final points. Ideally, students should be getting continuous feedback and not be surprised by midterm or final evaluations.

During the 7<sup>th</sup> or 8<sup>th</sup> week of the semester site supervisors will complete mid-semester evaluations with their students. Final evaluations are completed during the last week of the semester. Sample student evaluation forms are available in the appendix.

Site supervisors will complete these evaluations in several different ways. Some supervisors ask students to complete a self-evaluation and then complete the student evaluation collaboratively. Other supervisors complete the evaluations independently and submit them to the Counseling program via Tevera. All site supervisors however, are encouraged to share evaluations with students and indeed students have the right to request to review them. **ALL** evaluations are to be completed in Tevera.

NOTE: *Practicum and Internship grades will not be assigned until the evaluations (and student logs) are received.* Ultimately, it is the student's responsibility to ensure that their evaluations were completed and sent to the department. Students should work with site supervisors to ensure that all documents are completed in Tevera.

### **Grading**

Students will be assigned a grade by their Faculty Supervisor in consultation with the student's On-Site Supervisor in accordance with the following guidelines.

P-Pass: assigned by the on-campus faculty member supervising a student when the student has reached an acceptable level of competency and has completed to the faculty member's satisfaction all the required fieldwork hours, log of activities and any other assignments made by the faculty member to the student.

I-Incomplete: assigned when the student has completed part of the required fieldwork hours or who has not completed all the written assignments. An incomplete may also be assigned if the faculty supervisor determines the student has not reached a sufficient level of competency that justifies the recommendation of a passing grade.

W-Withdraw: assigned when the student appears unlikely to complete most of the competencies within the time allowed.

F-Fail: assigned when the student has not, in the opinion of the supervising faculty member, demonstrated sufficient skills, has demonstrated serious lapses in ethical judgment, or has demonstrated personal deficits that preclude recommendation of the person to function as a professional counselor.

Any student who fails to adhere to the laws governing the counseling profession or to the ethical code of the American Counseling Association or the American School Counselor Association may be dismissed from their fieldwork site and / or receive an unsatisfactory

grade and will be subject to termination from the program.

## **OTHER FIELDWORK/TRAINING CONCERNS**

### **Endorsement Policy**

The Counseling program faculty follows the American Counseling Association (ACA) Code of Ethics and Standards of Practice (2014) as it related to student endorsement. The code states:

Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement (p. 14).

Given this commitment, counseling faculty will only provide endorsement for students who have met the requirements of their program. Additionally, the Counseling Department will usually only provide endorsement consistent with a graduate's program track and field placement experience. A graduate who has completed internship in School Counseling will most likely not be recommended for clinical mental health agency counseling. A student who has completed a degree in Clinical Mental Health Counseling will most likely not be recommended for placement in school counseling.

The Counseling program also maintains strict endorsement standards regarding credentialing. The faculty of the school and clinical mental health counseling programs will not endorse or recommend any master's degree graduates for licensure as a psychologist or suggest or imply that the master's program prepares graduates to function as psychologists.

In addition, it should be noted that certain criminal convictions may prevent eligibility for fieldwork, licensure, and/or practice.

### **Professional Affiliation**

Students are strongly urged to join the American Counseling Association (ACA) or the American School Counselor Association (ASCA). ACA and ASCA are nationally recognized professional and educational organizations dedicated to the growth and enhancement of the counseling profession. ACA and ASCA offer students a special membership rate, which provides access to:

- Professional workshops and conferences
- Membership in various divisions (e.g. Association for Creativity in Counseling (ACC), Association for Multicultural Counseling and Development (AMCD), American Mental Health Counselors Association (AMHCA), and many others.
- Discounts on professional journals and books
- A wide range of on-line resources (including Counseling Today and School Counselor)
- ACA and ASCA liability insurance at a low rate.

More information about ACA (<http://www.counseling.org>) and ASCA ([schoolcounselor.org](http://schoolcounselor.org)) membership is available on their respective websites.

### **Licensure and Certification**

Although licensure does not pertain directly to practicum or internship, we know that many students have questions concerning licensure. *Do not confuse National Certification (NCC) with state licensure or state certification for school counseling.* NCC Certification is required by many states as part of the requirements for licensure as a Professional Counselor. To become NCC certified an applicant must achieve a passing score on the National Counselor Examination (NCE). State licensure laws may prohibit a person with an NCC certification alone from legally engaging in private practice.

Students who wish to become a Professional Counselor in West Virginia must complete 3000 additional post Master's hours of client contact while being supervised by a licensed person (WV-ALPS). Six hundred hours of internship may be counted as part of these hours *even if a licensed person did not conduct the on-site supervision*. More information about these requirements is available at <http://www.wvbec.org/>

Licensure guidelines vary from state to state. Students who are interested in licensure in a state other than WV are strongly encouraged to contact that state's licensure regulatory board.

## **NCE Examination**

Satisfactory performance on the National Counselor Examination (NCE) is required for West Virginia state licensure and National Certification. The NCE is composed of 200 multiple choice questions (only 160 are scored) and is scheduled over a four-hour period. It is designed to assess the knowledge, skills, and abilities which are required to provide effective counseling services. It assesses the following content areas:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research/Program Evaluation
- Professional Orientation & Ethics
- Fundamentals of Counseling
- Assessment and Career Counseling
- Group Counseling
- Clinical Intervention
- Professional Practice Issues

Students may take this exam in Morgantown during the last year of their program. Testing windows historically open in early April and students can request a date and time that works best for them student. The program assistant works to inform students of the testing window opening. Additional testing dates and sites must be approved by the West Virginia Board of Examiners in Counseling (WVBEC).

Students interested in pursuing licensure in the State of West Virginia may acquire materials from the WVBEC website ([www.wvbec.org](http://www.wvbec.org)) or from Dr. Christine Schimmel, the Campus Coordinator for WV Licensure.

## **NCE Exam Preparation**

The National Certified Counselor (NCC) shows colleagues and the public that you have voluntarily met national standards for the general practice of counseling. In addition to resources NBCC provides to the counseling profession and to the public, several resources are made available for applicants, including specific information for student applicants and for department faculty interested in offering the NCC application opportunity to their well-advanced master's-level students. Students are strongly urged to utilize these materials to prepare for the NCE. More information about NCE is available at the website below.

<http://nbcc.org/resources/applicants>

## **REQUIREMENTS FOR SCHOOL CERTIFICATION**

Students in the school track must plan for practicum and internship to take place in accredited schools. The student must, without exception, complete internship in accredited school settings according to WV School Board Policy 5100.

WV Board of Education Rule 5100 States that:

*Any Pre-K-Adult program of study is required to contain clinical practice at two levels: (1) elementary and (2) middle or high school level. Experience at the middle and high school level not covered during the clinical practice shall be completed by field experience. (Policy 5100, November 13, 2017)*

Graduates in the school track, having completed field work according to Policy 5100, may be certified in West Virginia through grade levels Pre-K-Adult.

Students who wish to be certified as a school counselor in a state other than WV are advised to

contact the state in question and determine certification requirements of that state. Students may also ask the College of Education and Human Services Certification Analyst for the document entitled “West Virginia Interstate Agreement Contract States.” This document lists the states that will accept West Virginia certification without requiring any additional coursework or activities. A few of these states will not grant persons without teaching experience a regular certificate until they complete a year’s activity as a counselor. Remember that state regulations can change at any time and students are advised to check on the status of certification requirements.

Students with special problems and concerns are advised to contact the Student Advising Center in Allen Hall or the Departmental Fieldwork Coordinator. Michelle Principie can be reached at [michelle.principie@mail.wvu.edu](mailto:michelle.principie@mail.wvu.edu)

## **EMPLOYMENT**

### ***Applying for Counseling Positions***

Early during internship (if not before) students should actively begin to research employment options. There are a number of web-based resources that our students have successfully used in the past including but not limited to the following web based services:

- <http://www.socialservice.com/?gclid=CKLH0sqHqo0CFSMOgQod0IAAug>
- [http://promotions.monster.com/healthcare/pop/?s\\_kwcid=therapy%20job%20search|777631879](http://promotions.monster.com/healthcare/pop/?s_kwcid=therapy%20job%20search|777631879)
- <http://www.ihirehealthandsocial.com/default.asp?campaigntype=searchengine&ca>

[mpaign=google&searchterm=counseling+job+search&iq\\_id=3214419](https://www.google.com/search?q=counseling+job&search_id=3214419)

(Note: we do not endorse any of these resources and suggest that there are many other appropriate ones available to students).

Although internship will be a busy time, it is important to begin the job search process early in the semester. Many internship sites will support your job search process by helping students network with other professionals, providing access to job announcements, discussing student’s interests and skills and by providing them with some time off to interview for positions. Students should keep site and faculty supervisors aware of their job search needs and plans.

During internship (at a minimum) students should:

- Clarify the kind of settings in which they are interested (supervisors can help with this process).
- Research potential employment options.
- Clarify geographical /personal limitation variables
- Research licensure and certification requirements
- Update their resume (by now it should be 1-3 pages in length). It is appropriate to ask supervisors to review a resume and to provide feedback.
- Obtain letters of reference from site supervisors and program faculty (keep in mind that many department faculty are on nine month contracts and may not be available during the summer).



# APPENDIX

## WVU FIELDWORK CHECK SHEET

- \_\_\_\_\_ Read Fieldwork Manual.
- \_\_\_\_\_ Discuss any special circumstances with the Fieldwork Coordinator.
- \_\_\_\_\_ Update resume
- \_\_\_\_\_ Discuss fieldwork options with advisor and other faculty
- \_\_\_\_\_ Attend Field Work orientation
- \_\_\_\_\_ Review Fieldwork List
- \_\_\_\_\_ Contact sites for interviews AFTER meeting with field work coordinator
- \_\_\_\_\_ Research sites to prepare for interviews
- \_\_\_\_\_ Complete interviews
- \_\_\_\_\_ Notify Department regarding interview outcome status
- \_\_\_\_\_ Notify Fieldwork sites regarding your status
- \_\_\_\_\_ Review ACA/ASCA Ethical Code
- \_\_\_\_\_ Make sure that the Student Field Experience Contract and Site/WVU Field Experience are signed and returned to the program via Tevera
- \_\_\_\_\_ Enroll for Counseling 685 (3 hours) or Counseling 686 (9 hours)
- \_\_\_\_\_ Develop learning goals for your fieldwork experience
- \_\_\_\_\_ *Read the article, Getting the Most Out of Clinical Supervision: Strategies for Mental Health Counseling Students by Quinn M. Pearson in appendix G of this manual.*

# Sample PRACTICUM APPLICATION

Applying for Practicum in the: \_\_\_Fall \_\_\_Spring

Date submitted \_\_\_\_\_

## Contact Information

Name \_\_\_\_\_ Student # \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Telephone #'s:

Home \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

## **Student Status**

Accepted as:

\_\_\_\_\_Part-time \_\_\_\_\_ Full-time

Track:

School \_\_\_\_\_ Clinical \_\_\_\_\_

## **\*Employment**

Are you a (Graduate Assistant (GA) \_\_\_\_\_ Resident Assistant (RA)? \_\_\_\_\_

Are you currently employed? \_\_\_\_\_Yes \_\_\_\_\_No

Are you currently employed at a site you are requesting? \_\_\_\_\_Yes \_\_\_\_\_No

If you are a teacher, are you hoping to use your current work site and continue working without taking time off? \_\_\_\_\_Yes \_\_\_\_\_No

**Practicum Sites from the List Which Interest You** - Practicum sites which are not on the list or which are at your place of employment must be approved well in advance by the field experience coordinator (see field experience manual/coordinator for requirements).

\* If you will be employed during your practicum or internship experience keep in mind that most sites will NOT schedule your field experience hours around your employment.

<b>SELF-INVENTORY FOR PRACTICUM/INTERNSHIP SITE SELECTION</b>
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1. **My long term career goal is:**
  
2. **My area of special interest is:**
  
3. **The client who I would most/least like to work with is:**
  
4. **I feel most/least qualified/skilled to work with:**
  
5. **An area of competence I would like to enhance/develop is:**
  
6. **My ideal site supervisor would have the following characteristics:**
  
7. **I feel most comfortable in a working environment with the following characteristics:**

**8. I have had the following professional/volunteer experience and/or course work related to counseling:**

**9. Obstacles/difficulties which may get in the way of me getting the most out of my field experience:**

**10. My personal areas of strength and weakness which should be considered in the-site selection process include:**

**Strengths:**

**Growth edges:**

**My Questions:**

## **PRACTICUM FIELD SITE CONTRACT (Sample from Tevera) SEMESTER, YEAR**

This agreement is made on DATE by and between SITE NAME and West Virginia University's department of Counseling

The agreement will be effective for a period from DATES for one day per week culminating in at least 100 hours per semester.

This agreement is in effect for the following person: STUDENT NAME

### **Purpose**

The purpose of this agreement is to provide a qualified graduate student with a Field Site experience in counseling.

### **The WVU Counseling Program Agrees:**

1. To provide a departmental faculty member who will meet periodically with the student to engage the student in skill development, help the student process the fieldwork experience, monitor the student's progress and assess the student's readiness to function as an independent professional.
2. To provide a Field Work Coordinator to facilitate communication between the student, the faculty supervisor, the site supervisor and other administrative personnel.
3. To provide the site, prior to placement of the student, the following information:
  - a. A resume describing the student's past educational and employment history.
  - b. A WVU academic calendar including semester starting, ending, and vacation dates.
  - c. To provide the site with a description of expectations that the counseling program has for both the student and the site.
4. To notify the student of the necessity of adhering to the administrative policies, standards and practices at the site.
5. To assume responsibility for the assignment of a final grade for the field work experience.

**The Field Site Agrees:**

1. To assign a field site supervisor who has an M.A. in Counseling or a related field plus two years' experience as a Counselor or Therapist.
2. Schools or agencies are required to notify the WVU Field Work Coordinator if there is a change in supervisors.
3. Not to terminate the field work placement prior to completion of the university semester without a meeting between the student, the practicum coordinator, the site supervisor and other interested parties.
4. To provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities.
5. To provide supervised experience in individual and group counseling with clientele appropriate to the student's vocational tract.
6. To assign three counseling sessions per day with two of these sessions with clients whose presenting problems are personal in nature and of sufficient depth as to lend themselves to a critical review of the student's skills.
7. To allow the student to make **at least four audio tapes during the semester** that the student may play in supervisory sessions with the student's WVU on campus faculty supervisor. (Tapes used for instructional purposes should have all identifying information removed and be erased in their entirety following supervisory sessions.)
8. To provide a minimum of one hour a week supervision which involves some examination of student work using audio or audio/visual tapes, observation, and/or co-counseling.
9. To provide a written evaluation of the student utilizing the evaluation forms provided by the Counseling Program and to be willing to personally discuss the evaluation with the field work coordinator if the need should arise.
10. To provide opportunities for the student to engage in a variety of activities as described in the Guidelines for Student Placement so as to assure the opportunity for professional development and adequate evaluation of the student's level of professional competence.

The above reflects minimal expectations for the field work experience. On occasion, special circumstances require some modification of the above contract. If you believe there are special circumstances that would modify the intent of the contract, please state these modifications.

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## In-Home Visit Guidelines

1. A student must be accompanied by their supervisor of record when making an initial visit to a home situation.
2. The supervisor of record will be responsible for an on-site evaluation of the safety of the home situation and will collaborate with the student in the formulation of a written treatment plan for the person or persons at that residence. The supervisor will attach their signature indicating approval of the plan.
3. Field Work students are not permitted to transport clients in personal vehicles or vehicles not owned by the agency or school where they are completing field work assignments. Violation of this rule will result in nullification of liability insurance provided by the State of West Virginia.

### The Student Agrees:

1. To act in accordance with the highest ethical standards of the Counseling profession as defined by ACA ethical standards.
2. To schedule the number of required individual sessions at the convenience of my assigned faculty supervisor.
3. To log all hours spent at the site and notify the Field Work Coordinator if the student should project any difficulty in meeting the agreed upon hours before the end of the semester.
4. To notify the faculty supervisor if the student has any difficulty performing counseling functions or establishing satisfactory relationships with personnel at the site.
5. To only log those hours which are effected when physically present at the field site with the possible exception of hours which are spent in inservice training activities such as workshops, seminars, and other training activities normally engaged in by professional counselors at the field work center. In no instance shall these hours exceed 10% of the total agreed upon hours for the field work experience.

I have read the above statements and the document on Guidelines relevant to the program and placement of this student. I agree to the placement as described with the exception of any modifications I have so stated.

**School or Agency  
Administrator**

\_\_\_\_\_ (Date)

**On-Site Supervisor**

\_\_\_\_\_ (Date)  
e-mail: \_\_\_\_\_

**W.V.U. Field Work  
Coordinator**

\_\_\_\_\_ (Date)

### STUDENT AGREEMENT

**I have read this document carefully and agree to abide by the content. I have had the opportunity to have any questions pertaining to this document answered. I also understand that this document supersedes any other document regarding field work distributed by the WVU Counseling Program.**

**Student Signature** \_\_\_\_\_

## DEFINITION AND INTENT OF PRACTICUM

### ***Definition of Practicum***

A practicum is defined as a professional experience consisting of a minimum of 100 contact hours (3 credit hours) in an approved agency, service, or educational institution setting. Practicum takes place during the university semester calendar. Practicum consists of a placement of one day per week for 15 weeks at an approved agency, service or institutional setting. The experience must be spread over the entire semester and must culminate in at least 100 hours spent at an approved site. Forty of these one hundred hours must be direct service work appropriate to that particular agency with one-on-one supervision both at the site by a qualified site supervisor and an assigned counseling faculty member.

### ***Practicum Requirements***

A student must make one day per week available at a selected site. The experience must be spread over the entire semester, entail a minimum of one day per week, and culminate in at least one hundred hours spent on site. Forty of these hours must be direct service.

*Clinical Mental Health Track*-It is anticipated that students in the Clinical Mental Health Track will have experiences that will prepare them to function as professionals in a community agency setting. These experiences will include (1) in-depth personal counseling, (2) counseling with those suffering from long standing substance abuse, (3) family and marital counseling, and (4) long term supportive counseling for those with long standing emotional problems.

*School Track* - It is anticipated that those in the School track are expected to engage in the following activities while maintaining the highest ethical standards. (1) Group and short term individual counseling to help children deal with developmental concerns, school related problems, and other personal concerns. (2) Referral and advocacy of children who need specialized help: (3) coordination efforts with teachers, parents, support personnel, and community resources to promote program objectives, and facilitate successful student development and achievement: (4) integration of guidance curriculum into the total school curriculum.

The student is required to attend a one and one-half hour group session each week with an assigned faculty member that will provide the opportunity for each student to share experiences, discuss ethical concerns, and discuss clients. The sessions will include consultative techniques with the intent of helping students identify and employ effective consultative strategies.

The student is required to meet with an assigned faculty member for one individual session each week **at the convenience** of the faculty supervisor. (The student is responsible for arranging supervision times with the faculty member.) The student is responsible for presenting an audio or videotape of a counseling session at each of these individual sessions.

The on-site supervisor will provide at least one hour each week of supervision. This supervisor is encouraged to include the following activities:

The on-site supervisor provides the opportunity for the student to discuss sessions with clients and gives the student necessary feedback. This process may be enhanced with audio or video- tapes.

The on-site supervisor may elect to observe the student in actual counseling interviews and give the student instructive feedback.



The on-site supervisor may elect to have the student sit in on sessions with clients as a co-counselor.

A practicum student will conduct a minimum of three one-hour counseling sessions each week. At least two of these sessions will be one-hour counseling sessions with clients whose presenting problems are of sufficient depth as to allow a critical review of the student's skills. The student must audio or videotape at least four of these sessions over the semester. The total number of these direct service sessions for the Practicum experience must be no less than 40.

The student must have a supervised experience in group counseling. The student must serve as a leader or co-leader of a group for a minimum of fifteen hours for the semester.

The student must complete all case records and progress notes in such a manner as to fully comply with the policies of the site.

The student is required to complete a Practicum activity log. This log will be monitored by the student's on-campus faculty supervisor but will also be made available upon request by the on-site supervisor.

The student is responsible to be available for all in-service training experiences at the site, provided these activities fall within the students agreed upon time commitments.

The student is required to reflect the highest standards of ethical behavior and all considerations effecting the well-being of the clientele served.

## ***Evaluation of Student Performance***

Evaluation of the student's progress will occur periodically throughout the fieldwork experience. Field supervisors will provide periodic verbal and written assessments of the student's activities.

On site supervisors will be asked to complete two written assessment reports (mid-semester and the end of semester) of the student's progress for each semester of internship. The Fieldwork Coordinator will keep a copy of these assessments on file.

The on-campus faculty supervisor will be responsible for evaluating the above materials and in conjunction with his own observations, assign a grade.

## ***Student Evaluation of Practicum***

Students will be given the opportunity to evaluate their Practicum experience on completion of the practicum experience.

## Internship Field Site Contract (Sample from Tevera) *Semester, Year*

This agreement is made on DATE by and between SITE NAME and West Virginia University's Counseling M.A. Program.

The agreement will be effective for a period from DATES for 5 days per week culminating in at least 600 hours per semester.

This agreement is in effect for the following person: STUDENT NAME

### Purpose

The purpose of this agreement is to provide a qualified graduate student with a Field Site experience in counseling.

### The WVU Counseling Program Agrees:

1. To provide a departmental faculty member who will meet periodically with the student to engage the student in skill development, help the student process the fieldwork experience, monitor the student's progress and assess the student's readiness to function as an independent professional.
2. To provide a Field Work Coordinator to facilitate communication between the student, the faculty supervisor, the site supervisor and other administrative personnel.
3. To provide the site, prior to placement of the student, the following information:
  - a. A resume describing the student's past educational and employment history.
  - b. A WVU academic calendar including semester starting, ending, and vacation dates.
  - d. To provide the site with a description of expectations that the counseling program has for both the student and the site.
5. To notify the student of the necessity of adhering to the administrative policies, standards and practices at the site.
5. To assume responsibility for the assignment of a final grade for the field work experience.

**The Field Site Agrees:**

1. To assign a field site supervisor who has an M.A. in Counseling or a related field plus two years' experience as a Counselor or Therapist.
2. Schools or agencies are required to notify the WVU Field Work Coordinator if there is a change in supervisors.
3. Not to terminate the field work placement prior to completion of the university semester without a meeting between the student, the practicum coordinator, the site supervisor and other interested parties.
4. To provide the student with adequate work space, telephone, office supplies, and staff to conduct professional activities.
5. To provide supervised experience in individual and group counseling with clientele appropriate to the student's vocational tract.
6. To assign three counseling sessions per day with two of these sessions with clients whose presenting problems are personal in nature and of sufficient depth as to lend themselves to a critical review of the student's skills.
7. To allow the student to make **at least four audio tapes per semester** that the student may play in supervisory sessions with the student's WVU on campus faculty supervisor. (Tapes used for instructional purposes should have all identifying information removed and be erased in their entirety following supervisory sessions.)
8. To provide a minimum of one hour a week supervision which involves some examination of student work using audio or audio/visual tapes, observation, and/or co-counseling.
9. To provide a written evaluation of the student utilizing the evaluation forms provided by the Counseling Program and to be willing to personally discuss the evaluation with the field work coordinator if the need should arise.
10. To provide opportunities for the student to engage in a variety of activities as described in the Guidelines for Student Placement so as to assure the opportunity for professional development and adequate evaluation of the students' level of professional competence.

The above reflects minimal expectations for the field work experience. On occasion, special circumstances require some modification of the above contract. If you believe there are special circumstances that would modify the intent of the contract, please state these modifications.

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## In-Home Visit Guidelines

1. A student must be accompanied by their supervisor of record when making an initial visit to a home situation.
2. The supervisor of record will be responsible for an on-site evaluation of the safety of the home situation and will collaborate with the student in the formulation of a written treatment plan for the person or persons at that residence. The supervisor will attach their signature indicating approval of the plan.
3. Field Work students are not permitted to transport clients in personal vehicles or vehicles not owned by the agency or school where they are completing field work assignments. Violation of this rule will result in nullification of liability insurance provided by the State of West Virginia.

## The Student Agrees:

1. To act in accordance with the highest ethical standards of the Counseling profession as defined by ACA ethical standards.
  2. To schedule the number of required individual sessions at the convenience of my assigned faculty supervisor.
  3. To log all hours spent at the site and notify the Field Work Coordinator if the student should project any difficulty in meeting the agreed upon hours before the end of the semester.
  4. To notify the faculty supervisor if the student has any difficulty performing counseling functions or establishing satisfactory relationships with personnel at the site.
  5. To only log those hours which are effected when physically present at the field site with the possible exception of hours which are spent in in-service training activities such as workshops, seminars, and other training activities normally engaged in by professional counselors at the field work center. In no instance shall these hours exceed 10% of the total agreed upon hours for the field work experience.
  6. The student will comply with all HIPAA and Confidentiality regulations
- I have read the above statements and the document on Guidelines relevant to the program and placement of this student. I agree to the placement as described except for any modifications I have so stated.
7. The Student agrees to participate in mandatory background check and drug screen.

**School or Agency**

**Administrator**

\_\_\_\_\_

\_\_\_\_\_ (Date)

**On-Site Supervisor**

\_\_\_\_\_ Email: \_\_\_\_\_

\_\_\_\_\_ (Date)

**W.V.U. Field Work**

**Coordinator**

\_\_\_\_\_

\_\_\_\_\_ (Date)

## STUDENT AGREEMENT

**I have read this document carefully and agree to abide by the content. I have had the opportunity to have any questions pertaining to this document answered. I also understand that this document supersedes any other document regarding field work distributed by the WVU Counseling Program.**

\_\_\_\_\_  
**Student Signature**

## **DEFINITION AND INTENT OF INTERNSHIP**

### **WITHOUT EXCEPTION, PRACTICUM MUST BE COMPLETED BEFORE THE STUDENT BEGINS THE SEMESTER OF INTERNSHIP.**

#### **Definition of Internship:**

An internship is defined as a professional experience where a student is engaged in a supervised field situation for a minimum of 600 contact hours (9 credit hours) in an approved agency, service, or institutional setting. The internship is designed as the opportunity for students to function as a full time worker offering direct services to clientele. All activities normally engaged in by a full time counselor at an approved agency will be considered appropriate. These activities include counseling, staffing, in-service activities and other activities of a professional nature.

#### **Internship Requirements:**

The student is required to attend weekly group class sessions of three hours in duration with an assigned faculty supervisor who will help the student refine individual and group counseling skills. The faculty supervisor will also work with students in the continued refinement of effective consultative techniques.

The student is expected to be present, as a full-time counselor, for a total of 15 weeks during the context of the WVU semester.

At least three hours each day must be spent in providing direct counseling services to clients with at least two of these hours with clients whose presenting problems are personal in nature and of sufficient depth as to lend themselves to a critical review of the student's counseling skills. These direct service hours must be no less than 240 hours for the semester of internship.

The internship student must have supervised experience in individual and group counseling with clientele appropriate to the students vocational tract.

The on-site supervisor is expected to provide the opportunity for "hands on" learning experience for the internship student. This can be effected through either one or more of the following activities.

The on-site supervisor observes the internship student in actual counseling interviews and gives the student feed-back in weekly supervision sessions.

The on-site supervisor may elect to have the student sit in on actual session with clients as a co-counselor.

The supervisor evaluates audio or audio/visual tapes made by the student of counseling interviews.

Both the on-site and faculty supervisor will provide at least one hour a week of supervisory sessions designed to enhance the student's counseling skills.

The on-site and faculty supervisor will guide the student in the utilization of effective consultative techniques.

Students are encouraged to engage in group leadership experiences which will be critiqued by both the on-site supervisor and the faculty supervisor.

Students are encouraged to participate in consultative activities where they will focus on working with a consultee to benefit another party (e.g., working with a teacher to benefit a student, parent to benefit a child, etc.). These activities will be critiqued by both the on-site supervisor and the faculty supervisor.

The student is required to complete all case records, progress dates, etc. in such a way to fully comply with the policies of the site.

The student is required to complete a field work activity log. This log will be monitored by the student's on-campus supervisor but will also be made available upon request by the on-site supervisor.

The student is responsible to be available for all training experiences at the site, including group counseling, consultation, training, education and testing activities as long as these activities fall within the students agreed upon time commitments at the site.

The student is required to reflect the highest standards of ethical behavior in regard to confidentiality and all considerations effecting the well-being of the clientele served.

#### **Evaluation of Student Performance:**

Evaluation of the student's progress will occur periodically throughout the field work experience. Field supervisors will be asked to provide periodic verbal and written assessments of the student's activities.

On site supervisors will be asked to complete two written assessment reports (mid-semester and the end of semester) of the student's progress for each semester of internship. A copy of these reports will be kept on file by the Field Work Coordinator.

The on-campus faculty supervisor will be responsible for evaluating the above materials and in conjunction with his own observations, assign a grade.

#### **Student Evaluation of Internship:**

Students will be given the opportunity to evaluate their internship experience at the end of each semester of field work.



# West Virginia University Counseling M.S. Program (Sample from Tevera)

## CLINICAL SUPERVISOR'S EVALUATION OF CLINICAL MENTAL HEALTH TRACK STUDENT

Student \_\_\_\_\_ Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Site Supervisor Email Address \_\_\_\_\_

WVU Faculty Supervisor \_\_\_\_\_

Period of evaluation: From DATE To DATE

Is this a *PRACTICUM* or *INTERNSHIP* evaluation? (please circle)

Is this a *MIDTERM* or *END OF SEMESTER* evaluation? (please circle)

This evaluation is based on (please check all that are relevant):

- \_\_\_\_\_ Individual Supervision
- \_\_\_\_\_ Group Supervision
- \_\_\_\_\_ Case Discussion (team or unit meetings, case conferences, etc.)
- \_\_\_\_\_ Training Sessions
- \_\_\_\_\_ Review of Recordings (Audio or video)
- \_\_\_\_\_ Observation of Sessions
- \_\_\_\_\_ Co-Counseling of Cases
- \_\_\_\_\_ Reviewed intakes/treatment plans/notes
- \_\_\_\_\_ Other (please specify): \_\_\_\_\_

**For Faculty Use only:**

Ethical practice: 1 2 3 4

Theories use: 1 2 3 4

Career Counseling: 1 2 3 4

Leading Groups: 1 2 3 4

Disposition: 1 2 3 4

Diversity            1 2 3 4

**Overview of Hours**

Direct Service Counseling:

40 hours required for a full semester of practicum

240 hours required for a full semester of internship

(30 of the 40 hours for practicum and 160 of the 240 hours for internship *must be* individual counseling with clients who have presenting problems of sufficient depth and intensity as to lend themselves to the internship student's or intern's professional development. Other direct service hours may be group, intake, vocational, etc).

Individual Counseling Hours \_\_\_\_\_

Group Counseling Hours \_\_\_\_\_

Other Direct Service Hours \_\_\_\_\_

**Total** \_\_\_\_\_

Supervision:

Students are required to meet with their site supervisor for 1 hour of supervision per week

Supervision Hours \_\_\_\_\_

Supervision with faculty supervisor \* \_\_\_\_\_

Group supervision (internship meetings) \* \_\_\_\_\_

\*(to be confirmed by faculty supervisor)

**Total** \_\_\_\_\_

All Other Counseling Activities:

Includes all hours in related activities, program coordination, etc., that are not included in the above categories

Related Activities Hours \_\_\_\_\_

Sum of Hours to Date

Total hours that the student has completed since beginning the placement. 100 total required hours for practicum. 600 total required hours for internship.

**Total Hours**

\_\_\_\_\_ Being as fair and objective as possible, please rate the student according to the scale provided below. Feel free to add any comments, in the spaces provided, or on the backs of these forms. Please note that training is a developmental process and therefore students should expect that some competency areas will be further developed than other areas. This evaluation is meant to be shown to the student and used for their skill development. Thank you for your cooperation.

**Evaluation of Competencies**

1= Poor 2 = Average 3 = Good 4 = Outstanding NA = Not applicable/observed

<b>Professional Counseling Orientation &amp; Ethical Practice</b>					
Keeps appointments and attends meetings	1	2	3	4	NA
Asks for assistance when needed.	1	2	3	4	NA
Is willing to share extra duties.	1	2	3	4	NA
Maintains good rapport with colleagues	1	2	3	4	NA
Demonstrates knowledge and application of HIPAA	1	2	3	4	NA
Demonstrates knowledge of agency policies / procedures	1	2	3	4	NA
Able to function as a team member	1	2	3	4	NA
Completes paperwork promptly and accurately	1	2	3	4	NA
<b>Demonstrates an awareness of and adherence to ethical standards</b>	1	2	3	4	NA
Comments:					



<b>Personal Growth and Understanding</b>					
Demonstrates self-awareness and self-understanding	1	2	3	4	NA
Demonstrates emotional stability	1	2	3	4	NA
Demonstrates a sense of fairness, justice and client advocacy	1	2	3	4	NA
Able to take initiative and perform independently	1	2	3	4	NA
Able to seek and make use of supervision	1	2	3	4	NA
Shows ability to accept and act on constructive criticism	1	2	3	4	NA
Actively works to recognize and overcome deficits	1	2	3	4	NA
<i>Comments:</i>					
<b>Helping Relationships, Human Development &amp; Group Work</b>					
Able to establish and maintain rapport	1	2	3	4	NA
Communicates genuine interest in and acceptance of clients	1	2	3	4	NA
Accurately identifies client concerns and conflicts.	1	2	3	4	NA
Understands the developmental stages of clients	1	2	3	4	NA
<b>Able to maintain a good, working counseling relationship</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<b>Able to use counseling theories in a productive, helpful manner</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Demonstrates appropriate confrontation skills.	1	2	3	4	NA
Uses silence effectively.	1	2	3	4	NA
Able to facilitate communication with challenging clients.	1	2	3	4	NA
Sets and maintains appropriate boundaries	1	2	3	4	NA
Demonstrates crisis intervention skills when necessary	1	2	3	4	NA
<b>Able to facilitate group interactions.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<i>Comments:</i>					

<b>Case Management/Treatment Planning &amp; Career Development</b>					
Develops realistic, measurable treatment goals	1	2	3	4	NA
Demonstrates knowledge of agency programs and staff roles	1	2	3	4	NA
Demonstrates knowledge of community resources	1	2	3	4	NA
Effectively facilitates discharge/termination	1	2	3	4	NA
Follows-up on referrals/interventions/homework assignments	1	2	3	4	NA
<b>Demonstrates knowledge of career counseling</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<b>Effectively facilitates career counseling when appropriate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<i>Comments</i>					
<b>Assessment, Research, Testing &amp; Diagnosis</b>					
Understands and uses assessment instruments appropriately	1	2	3	4	NA
Demonstrates knowledge of DSM-5 criteria	1	2	3	4	NA
Able to consider differential diagnoses	1	2	3	4	NA
Demonstrates knowledge of psychotropic medication	1	2	3	4	NA
Conducts a thorough assessment of client needs.	1	2	3	4	NA
Adequately explains test/procedures to clients.	1	2	3	4	NA
Demonstrates awareness of the impact of gender, sociocultural and ethnic influences on assessment.	1	2	3	4	NA
<i>Comments:</i>					
<b>Social and Cultural Diversity</b>					
Identifies issues of diversity that may impact counseling	1	2	3	4	NA
Demonstrates appropriate interventions based on a multicultural perspective.	1	2	3	4	NA
<i>Comments:</i>					

<b>FINAL COMMENTS: OVERALL</b> , please rate your experience with this student to date.					
Counseling Ability	1	2	3	4	NA
Personal Growth/Maturity	1	2	3	4	NA
<b>Professional Disposition/Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Potential for overall success as a future counselor in a similar setting	1	2	3	4	NA

**Please respond to the following:**

Please describe activities supervised:

Describe this student's development as a counselor and strengths as a counselor and supervisee:

Describe this student's counseling skills areas in needs of further development:

**Overall Impression of This Student's Ability to Function as a Professional Counselor:**

FOR PRACTICUM STUDENTS ONLY: Is this student ready to continue to internship?

YES, with no reservations

YES, but with some reservations (please explain, if not stated in this evaluation)

NO. Please contact the student's faculty supervisor

FOR INTERNSHIP STUDENTS ONLY: Should this student receive a passing grade for internship?

YES, with no reservations

YES, but with some reservations (please explain, if not stated in this evaluation)

NO. Please contact the student's faculty supervisor

THANK YOU for providing supervision to this student.

I certify that I have completed this evaluation and discussed it with the student.

---

Site Supervisor's Signature

Date

I certify that I have reviewed this evaluation with my site supervisor.

---

Student's Signature

Date

Additional Instructions:

Please complete and review with WVU student

Return completed signed evaluation to WVU via Tevera



West Virginia University Counseling M.S. Program  
(Sample from Tevera)

**SCHOOL SITE SUPERVISOR'S EVALUATION OF SCHOOL TRACK STUDENT**

Student \_\_\_\_\_ Site \_\_\_\_\_

Site Supervisor \_\_\_\_\_

Site Supervisor Email Address \_\_\_\_\_

WVU Faculty Supervisor \_\_\_\_\_

Period of evaluation: From DATE To DATE

Is this a *PRACTICUM* or *INTERNSHIP* evaluation? (please circle)

Is this a *MIDTERM* or *END OF SEMESTER* evaluation? (please circle)

This evaluation is based on (please check all that are relevant):

- \_\_\_\_\_ Individual Supervision
- \_\_\_\_\_ Group Supervision
- \_\_\_\_\_ Case Discussion (team or unit meetings, case conferences, etc.)
- \_\_\_\_\_ Training Sessions
- \_\_\_\_\_ Review of Recordings (Audio or video)
- \_\_\_\_\_ Observation of Sessions
- \_\_\_\_\_ Co-Counseling of Cases
- \_\_\_\_\_ Reviewed intakes/treatment plans/notes
- \_\_\_\_\_ Other (please specify): \_\_\_\_\_

**For Faculty Use only:**

Ethical practice: 1 2 3 4

Theories use: 1 2 3 4

Career Counseling: 1 2 3 4

Leading Groups: 1 2 3 4

Disposition: 1 2 3 4

Diversity 1 2 3 4

**Overview of Hours**

Direct Service Counseling:

40 hours required for a full semester of practicum

240 hours required for a full semester of internship

(30 of the 40 hours for practicum and 160 of the 240 hours for internship *must be* individual counseling with clients who have presenting problems of sufficient depth and intensity as to lend themselves to the internship student's or intern's professional development. Other direct service hours may be group, intake, vocational, etc).

Individual Counseling Hours \_\_\_\_\_

Group Counseling Hours \_\_\_\_\_

Other Direct Service Hours \_\_\_\_\_

Total \_\_\_\_\_

Supervision:

Students are required to meet with their site supervisor for 1 hour of supervision per week

Supervision Hours \_\_\_\_\_

Supervision with faculty supervisor \* \_\_\_\_\_

Group supervision (internship meetings) \* \_\_\_\_\_

\*(to be confirmed by faculty supervisor)

Total \_\_\_\_\_

All Other Counseling Activities:

Includes all hours in related activities, program coordination, etc., that are not included in the above categories

Related Activities Hours \_\_\_\_\_

Sum of Hours to Date

Total hours that the student has completed since beginning the placement. 100 total required hours for practicum. 600 total required hours for internship.

**Total Hours** \_\_\_\_\_



Being as fair and objective as possible, please rate the student according to the scale provided below. Feel free to add any comments, in the spaces provided, or on the backs of these forms. Please note that training is a developmental process and therefore students should expect that some competency areas will be further developed than other areas. This evaluation is meant to be shown to the student and used for their skill development. Thank you for your cooperation.

### Evaluation of Competencies

1= Poor 2 = Average 3 = Good 4 = Outstanding NA = Not applicable/observed

<b>Professional Counseling Orientation and Ethical Practice</b>					
Demonstrates promptness	1	2	3	4	NA
Demonstrates dependability	1	2	3	4	NA
Demonstrates cooperativeness	1	2	3	4	NA
Demonstrates willingness to carry out suggestions	1	2	3	4	NA
Asks for assistance when needed	1	2	3	4	NA
Demonstrates willingness to share extra duties	1	2	3	4	NA
Maintains good rapport with colleagues	1	2	3	4	NA
Able to take initiative and perform independently	1	2	3	4	NA
Demonstrates an ability to function as a team member	1	2	3	4	NA
<b>Demonstrates an awareness of and adherence to ethical standards</b>	1	2	3	4	NA
Comments:					

<b>Personal Growth and Understanding</b>					
Demonstrates self-awareness and self-understanding	1	2	3	4	NA
Demonstrates emotional stability	1	2	3	4	NA
Demonstrates a sense of fairness, justice and client/student advocacy	1	2	3	4	NA
Able to take initiative and perform independently	1	2	3	4	NA
Able to seek and make use of supervision	1	2	3	4	NA
Shows ability to accept and act on constructive criticism	1	2	3	4	NA
Actively works to recognize and overcome deficits	1	2	3	4	NA
<i>Comments:</i>					



<b>Helping Relationships, Human Development &amp; Group Work</b>					
Able to establish and maintain rapport	1	2	3	4	NA
Communicates genuine interest in and acceptance of clients	1	2	3	4	NA
Accurately identifies client concerns and conflicts.	1	2	3	4	NA
Understands the developmental stages of clients	1	2	3	4	NA
<b>Able to maintain a good, working counseling relationship</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<b>Able to use counseling theories in a productive, helpful manner</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Demonstrates appropriate confrontation skills.	1	2	3	4	NA
Uses silence effectively.	1	2	3	4	NA
Able to facilitate communication with challenging clients.	1	2	3	4	NA
Sets and maintains appropriate boundaries	1	2	3	4	NA
Demonstrates crisis intervention skills when necessary	1	2	3	4	NA
<b>Able to facilitate group interactions.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
<i>Comments:</i>					

<b>Social and Cultural Diversity</b>					
Identifies issues of diversity that may impact counseling	1	2	3	4	NA
Demonstrates appropriate interventions based on a multicultural perspective.	1	2	3	4	NA
<i>Comments:</i>					

<b>Assessment, Testing, and Career Development</b>					
Ability to accurately assess the educational and/or psychological needs of clients	1	2	3	4	NA
Ability to use appropriate appraisal techniques for the gathering and utilization of information	1	2	3	4	NA
Ability to use educational, vocational, and personal-social information in assisting clients with the skill of decision-making	1	2	3	4	NA
Demonstrates knowledge of tests used in the setting and shows understanding in regards to their proper interpretation	1	2	3	4	NA
<b>Effectively facilitates career counseling and career guidance when appropriate</b>	1	2	3	4	NA
Comments:					

<b>Program Development, Evaluation &amp; Research</b>					
Ability to organize a counseling program appropriate to the setting (school or agency)	1	2	3	4	NA
Knowledge of community referral sources	1	2	3	4	NA
Ability to design and present effective classroom lessons	1	2	3	4	NA
Ability to effectively consult with parents, teachers, and other necessary parties	1	2	3	4	NA
An overall understanding of the organization and functions of the school or agency	1	2	3	4	NA
Coordination ability	1	2	3	4	NA
Consultation ability	1	2	3	4	NA
Ability to organize and complete data collection	1	2	3	4	NA

<b>FINAL COMMENTS: OVERALL</b> , please rate your experience with this student to date.					
Counseling Ability	1	2	3	4	NA
Personal Growth/Maturity	1	2	3	4	NA
<b>Professional Disposition/Professionalism</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>NA</b>
Potential for overall success as a future counselor in a similar setting	1	2	3	4	NA

**Please respond to the following:**

Identify areas that may be considered strengths for this student.

Identify areas that may be considered weaknesses for this student.

Do you feel this student would be more suited to a different setting? If yes, what kind of setting?

What recommendations do you have for this student?

**Overall Impression of This Student's Ability to Function as a Professional Counselor:**

FOR PRACTICUM STUDENTS ONLY: Is this student ready to continue on to internship?

YES, with no reservations

YES, but with some reservations (please explain, if not stated in this evaluation)

NO. Please contact the student's faculty supervisor

FOR INTERNSHIP STUDENTS ONLY: Should this student receive a passing grade for internship?

YES, with no reservations

YES, but with some reservations (please explain, if not stated in this evaluation)

NO. Please contact the student's faculty supervisor

THANK YOU for providing supervision to this student.

I certify that I have completed this evaluation and discussed it with the student.

---

Site Supervisor's Signature

Date

I certify that I have reviewed this evaluation with my site supervisor.

---

Student's Signature

Date

Additional Instructions:

Please complete and review with WVU student

Return completed signed evaluation to WVU via Tevera

WVU DAILY FIELDWORK LOG (A) (only to be used as a daily record of activities; official logs are to be completed in Tevera)

Student Name: \_\_\_\_\_ Practicum/Internship Site \_\_\_\_\_ Supervisor Signature : \_\_\_\_\_

DATE & DAY	DIRECT Indiv. Couns.	DIRECT Group Couns.	DIRECT * Other Specify	DIRECT TOTAL (A)	INDIRECT Docum.	INDIRECT Consultat. & Case Manage.	INDIRECT Other (Specify)	IINDIRECT TOTAL (B)	Supervision Indiv. Site	Supervision WVU **	Supervision TOTAL (C)	Lost Hours (D)	TOTAL Hours (A+B+C+ D)
TOTAL													

\* Classroom guidance, presentations (by the student) & intakes      \*\* Subject to Faculty Supervisor’s Approval

## Draft WVU AUDIO /VIDEO RECORDING CONSENT FORM (Adults)

I am aware that \_\_\_\_\_ is a graduate student in the West Virginia University Counseling program. I have been informed that this student is receiving supervision from the following persons:

Site Supervisor: \_\_\_\_\_ and

WVU Supervisor \_\_\_\_\_

I have also been informed that my counselor may be recording our interviews for educational purposes. I give my permission for sessions to be audio or video recorded. I am aware that at any time during our sessions I can revoke my agreement to record sessions.

It is my understanding that these recordings (and all related content) will be kept confidential in accordance with the ethical standards of the American Counseling Association. All recordings will be destroyed at the end of the training period (if not before)

\_\_\_\_\_  
Client's Signature Date

\_\_\_\_\_  
Counseling Student's Signature Date

\_\_\_\_\_  
Site Supervisor's Signature Date

## Draft WVU CONSENT FOR RECORDING CHILDREN/ADOLESCENTS

Dear \_\_\_\_\_:

I am currently in the final year of my master's degree counseling at the West Virginia University. To improve my counseling skills, I am required to complete a practicum and internship. These experiences are under the direct supervision of a trained counselor at the agency and of a faculty supervisor at WVU.

One of the requirements for these field experiences is that I record my counseling sessions so that my supervisors can listen to my work and give me appropriate feedback, which will enhance my skills and improve my work with your child.

The content of these recordings and my relationship with your child will not be discussed outside of supervision and indeed all parties of this discussion are legally and ethically bound to keep this content confidential. I would appreciate your cooperation in allowing me to work with your child.

\_\_\_\_\_ (Child's first name)

All audio/video recordings will be confidential and only reviewed for supervision purposes. Your child's name will not be recorded on the recording or written in any documentation. Once supervision is completed, the recording will be erased.

All recordings are secured and destroyed at the end of the semester if not sooner.

If you have any questions or concerns, please call me at

\_\_\_\_\_.

You may also call my site supervisor at \_\_\_\_\_

Thank you very much for your help!

\_\_\_\_\_  
WVU Intern Printed Name

\_\_\_\_\_  
WVU Intern Signature

Parent's name and address:

\_\_\_\_\_  
\_\_\_\_\_

Parent's telephone number \_\_\_\_\_

Parent's signature \_\_\_\_\_ Date: \_\_\_\_\_

# WVU Counseling Site Supervisor Information Sheet

(Sample – Actual Form found in Tevera)

Dr, Mr., Ms. \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_ Zip \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_ Cell: \_\_\_\_\_

Present Position Title \_\_\_\_\_

Professional Certification/License(s) \_\_\_\_\_

Lic. No. \_\_\_\_\_ Exp. Date \_\_\_\_\_

Have you supervised WVU counseling students in the past?  Yes  No

If yes, when? \_\_\_\_\_

Name of the WVU student you will be supervising at this time \_\_\_\_\_

## **Education:** (Begin with most recent)

Institution \_\_\_\_\_

Degree/Year \_\_\_\_\_

Institution \_\_\_\_\_

Degree/Year \_\_\_\_\_

Institution \_\_\_\_\_

Degree/Year \_\_\_\_\_

## **Other Related Educational Experiences:** (Begin with most recent)

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

## **Professional Experience:** (Begin with most recent)

Employer \_\_\_\_\_

Employer Address \_\_\_\_\_

Dates of Employment \_\_\_\_\_

Job Title \_\_\_\_\_

Description \_\_\_\_\_

\_\_\_\_\_



Employer \_\_\_\_\_

Employer Address \_\_\_\_\_

Dates of Employment \_\_\_\_\_

Job Title \_\_\_\_\_

Description \_\_\_\_\_

Therapeutic and Appraisal Orientation/Strategy

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Professional Affiliations:**

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

# WVU COUNSELING FIELDWORKSITE EVALUATION FORM—BY STUDENT

(Sample – Actual form found in Tevera)

Practicum \_\_\_\_\_ Internship \_\_\_\_\_ School term & Year: \_\_\_\_\_

NAME: \_\_\_\_\_

NAME OF SITE: \_\_\_\_\_

SITE SUPERVISOR'S NAME AND TITLE: \_\_\_\_\_

\_\_\_\_\_

SITE SUPERVISOR'S EMAIL: \_\_\_\_\_

FACULTY SUPERVISOR: \_\_\_\_\_

1. Check the following activities in which you had an opportunity to participate:

_____	individual counseling sessions	_____	training workshops
_____	group counseling	_____	professional meetings
_____	career-vocational counseling	_____	others (specify)

2. Was it possible to obtain (check the appropriate categories):

\_\_\_\_\_ audio-recorded sessions  
\_\_\_\_\_ video-recorded sessions  
\_\_\_\_\_ observation of your counseling  
\_\_\_\_\_ co-counseling w/ supervisor  
\_\_\_\_\_ observation of other staff's counseling  
\_\_\_\_\_ regular on site supervision

3. In your opinion, how many students is this site best equipped to serve? \_\_\_\_\_.

4. Were you invited to attend pertinent in-service training? \_\_\_\_ Yes \_\_\_\_ No

6. List the approximate amount of weekly time the on-site supervisor spent with:

you individually \_\_\_\_\_

group meetings of practicum students \_\_\_\_\_

6. Rate the quality of the on-site supervision:					
a. rapport with students	1 poor	2 fair	3 average	4 good	5 excellent
b. evaluation procedures (verbal and written feedback)	1 poor	2 fair	3 average	4 good	5 excellent
c. flexibility in letting student pursue interests, counseling techniques, strategies, theories, etc.	1 low	2 fair	3 average	4. high	5 very high
d. availability of resource persons, i.e., supervisor, professional staff, in matters of urgency and crisis-type situations	1 never	2 sometimes	3 usually	4 always	

7. Indicate how the staff respected you and your professional output.				
1. none	2. very little	3. somewhat	4. very much	5. highly
8. Rate your placement experience in terms of how valuable it was for your professional growth.				
1. poor	2. fair	3. average	4. good	5. excellent

8. Miscellaneous Concerns (be descriptive):

- a. travel required (if so, how often, how far, reimbursed?)

\_\_\_\_\_

- b. clothing (re: dress code) \_\_\_\_\_

- c. working hours \_\_\_\_\_

- d. space \_\_\_\_\_

- e. other \_\_\_\_\_

\_\_\_\_\_

9. General description of practicum duties (i.e., population served, responsibilities, caseload, contact with other agencies): (Use back of sheet if necessary)

11. In your opinion, should this site be used again?

Specify reasons:

## SELF-RATING BY THE STUDENT COUNSELOR

SUGGESTED USE: The student counselor may use this sheet as a self-evaluation after a counseling session.

Date: \_\_\_\_\_ Client Initials: \_\_\_\_\_ Student Counselor Name: \_\_\_\_\_

**DIRECTIONS:** The student counselor following a therapy session is to answer each question. The questions serve as a self-rating and may help students with their counseling.

### Preparation for the Interview

	Yes	?	No
1. Was I physically in good condition and mentally alert?	_____	_____	_____
2. Did I schedule sufficient time for the interview?	_____	_____	_____
3. Was provision made for privacy and reasonable freedom from interruption?	_____	_____	_____
4. Did I have the physical space arranged where we met so as to suggest welcome and an atmosphere conducive to counseling?	_____	_____	_____
5. Did I have a background of available data about the client that would help me to understand them better in the interview?	_____	_____	_____
6. Did I have and understand information so as to personalize information processes with the client?	_____	_____	_____
7. Had I previously established a reputation for seeing the client's point of view, being genuinely helpful and not disclosing confidences?	_____	_____	_____

Comments:

### Beginning the Interview

1. Was I sensitive to the client and did I use an appropriate approach? \_\_\_\_\_
2. Was I able to create a psychological atmosphere in which the client was stimulated to take the responsibility of thinking through the situation? \_\_\_\_\_
3. Was I successful in maintaining open communication between us? \_\_\_\_\_

Comments:

**Development of the Interview**

	<b>Yes</b>	<b>?</b>	<b>No</b>
1. Did the client feel freedom to express negative feelings?	_____	_____	_____
2. Did the client have the opportunity to release tension?	_____	_____	_____
3. Was my attitude one of reflecting objectivity while expressing caring?	_____	_____	_____
4. Was I sincere and did I show genuine respect for the client?	_____	_____	_____
5. Was my own attitude, so far as I know, free from bias?	_____	_____	_____
6. Did I follow the leads suggested by the client?	_____	_____	_____
7. Did I help the client to clarify and expand positive feelings?	_____	_____	_____
8. Did the client establish a more forward looking, positive, hopeful attitude during the interview or series of interviews?	_____	_____	_____
9. Was I able to assist in information processing by the client?	_____	_____	_____
10. Was information provided in a manner which caused the client to move forward realistically in his/her thinking?	_____	_____	_____

Comments:

**Planning for Next Session**

1. Was I able to identify areas with which to follow through for the next session?	_____	_____	_____
2. Was I able to help client identify things to do between the interview and the next one?	_____	_____	_____
3. Was I able to help client gain a clear view of what might be done in the next session?	_____	_____	_____
4. Did I establish with the client a definite meeting time and place for the next session?	_____	_____	_____
5. Have I identified techniques that might be considered for the next session?	_____	_____	_____
6. Have I identified the materials and/or preparation I will need for the next session?	_____	_____	_____

Comments:

## RECORDING CONSULTING REPORT

Name of Student: \_\_\_\_\_

Date: \_\_\_\_\_

FEEDBACK AREAS	RATING (least to best)					REMARKS-areas of strength or needed improvement
1. <b>OPENING:</b> Was opening unstructured, friendly, and pleasant? Any introduction necessary? Did counselor help put the client at ease?	1	2	3	4	5	
2. <b>FACILITATIVE RELATIONSHIP:</b> Did counselor communicate empathic understanding, warmth and acceptance, genuineness and honesty?	1	2	3	4	5	
3. <b>INTERVIEW RESPONSIBILITY:</b> If not assumed by client, did counselor assume appropriate level of responsibility for interview manner?	1	2	3	4	5	
4. <b>INTERACTION:</b> Were the counselee and counselor <u>really</u> communicating in a meaningful manner?	1	2	3	4	5	
5. <b>ACCEPTANCE/PERMISSIVENESS:</b> Was the counselor accepting of client's emotions, feelings, and expressed thoughts?	1	2	3	4	5	
6. <b>COUNSELOR RESPONSES:</b> Were counselor responses appropriate in view of what the client was expressing?	1	2	3	4	5	
7. <b>LISTENING:</b> Did counselor's responses indicate an accurate understanding of <u>content</u> and <u>feelings</u> communicated <u>by the client</u> ?	1	2	3	4	5	
8. <b>Theory:</b> Did counseling identify and appropriately apply theoretical framework and interventions?	1	2	3	4	5	

APPRAISAL GUIDELINES	RATING (least to best)					REMARKS-areas of strength or needed improvement
<b>9. REFLECTIONS OF FEELINGS:</b> Did counselor appropriately reflect and respond to feelings?	1	2	3	4	5	
<b>10. VALUE MANAGEMENT:</b> How did the counselor cope with values? Were attempts made to impose counselor values during the interview?	1	2	3	4	5	
<b>11. GENERAL TECHNIQUES:</b> How well did counselor conduct the interview?	1	2	3	4	5	
A. <u>Vocabulary Level:</u> Was counselor vocabulary appropriate for the client?	1	2	3	4	5	
B. <u>Verbosity:</u> Did the counselor dominate the interview, interrupt, override, or become too wordy?	1	2	3	4	5	
C. <u>Silence:</u> Were silences broken to meet counselor needs or were they dealt with in an effectual manner?	1	2	3	4	5	
D. <u>Voice:</u> Did the counselor vary their rate of speech and tone of voice?	1	2	3	4	5	
E. <u>Questions:</u> Did counselor limit use of closed-ended questions? Did counselor appropriately utilize open-ended questions?	1	2	3	4	5	
F. <u>Focus:</u> Was there a clear focus for session?	1	2	3	4	5	

<p>12. <b>MOVEMENT OF INTERVIEW:</b>          Little, some, very good possibility that something is or will be accomplished through counseling.</p>	1	2	3	4	5	
<p>13. <b>GENERAL IMPRESSION OF SKILL:</b>          Overall evaluation.</p>	1	2	3	4	5	



## Recording Review Form

Your Name: \_\_\_\_\_ Date of Session: \_\_\_\_\_

Client's Initials: \_\_\_\_\_ Session #: \_\_\_\_\_

### Please complete the following questions as you review your counseling session:

1. Theoretical approach:
  
2. What is the client's presenting concern today?
  
3. What strengths did you identify in your client during this session?
  
4. What, specifically, do you think was the most helpful/productive thing you did during the session?
  
5. What, specifically, do you think was the most challenging for you during the session?
  
6. What will you address in the next session and why?
  
7. What, specifically, would you like to address in this supervision session?
  
8. Rate your progress toward your personal goal(s) this week and briefly explain:

Progress Rating (circle)

Goal:	0	1	2	3	4
Explain:					

Goal:	0	1	2	3	4
Explain:					

## FORMING A GROUP

Questions to consider:

1. What type of group will be formed?
2. Will it be a long-term or short-term group?
3. Who will the group serve?
4. What are the goals of the group? What will members gain from participating in this group?
5. Why do you believe there is a need for such a group?
6. Who will lead this group? Will the group be co-lead?
7. What qualifications would the leader need to run this group?
8. What kind of screening and selection procedure will be used? What is the rationale for using such a selection and screening procedure?
9. How many members will be in the group?
10. What is the appropriate meeting place or setting for the group?
11. How often will the group members meet?
12. Will it be an open or a closed group?
13. How will group members be prepared for the group experience?
14. How will ground rules be established for the group? When and by whom will ground rules be established?
15. What kind of theoretical model or approach will be used in the group?
16. What cultural issues should be considered in the planning, delivery and evaluation of the group?
17. What evaluation procedures will be used?
18. What follow-up procedures would you plan for the group?

## **GROUP COUNSELING REPORT**

Group Name: \_\_\_\_\_

Date: \_\_\_\_\_

Counselor's Name: \_\_\_\_\_

Session Number: \_\_\_\_\_

PRESENTING CONCERN(S)

STAGE OF GROUP DEVELOPMENT

SESSION OBJECTIVES

PROCESS (STRATEGIES, TECHNIQUES, ETC.)

EVALUATION OF GROUP PROCESS

EVALUATION OF SELF

**Getting the Most Out of Clinical Supervision:  
Strategies for Mental Health Counseling Students**  
Quinn M. Pearson

**Strategies are presented for helping mental health counseling (MHC) students navigate the process of receiving clinical supervision, from preparing for and initiating supervision to participating actively within and between sessions. Information from supervision practices and principles provides the foundation for guiding students in making the most of their first experiences in clinical supervision.**

*Quinn M. Pearson, Ph.D., is an associate professor. Counselor Education, University of North Alabama, Florence.  
E-mail: qmpearson@una.edu*

Within the field of counseling and psychotherapy, clinical supervision has only recently been recognized as a specialty in its own right (Bernard & Goodyear, 1998). No longer viewed as merely an extension of the therapeutic process, some licensing boards (e.g., Alabama and Louisiana) are requiring clinicians to receive specialized training in clinical supervision before credentialing them as approved supervisors. Actual training in supervision, however, still lags far behind available knowledge and research, resulting in wide variability of styles and quality. Moreover, even with extensive training and optimum conditions, supervision is a challenging and sometimes daunting enterprise. One way to mitigate the impact of the varying quality of supervision is through education of the consumer, the supervisee.

Although the literature is sparse, a few authors (N. Berger & Graff, 1995; S.S.Berger & Buchholz, 1993; Bernard, 1994) have emphasized the importance of preparing mental health counseling (MHC) students to receive supervision and have provided suggestions for such preparation. Without exception, these authors suggested that a basic component of learning how to be supervised involved being exposed to the fundamentals of providing supervision. Recognizing that many supervisors lack formal training in such fundamentals as supervisor roles and stages of supervision (Nelson, Johnson, & Thorngren, 2000) and that poor supervision (Magnuson, Wilcoxon, & Norem, 2000) is an unfortunate occurrence, MHC trainees can also benefit from knowing problems that can arise. Thus, preparing MHC students to receive supervision can help them know what to expect or what to promote in ideal or less than ideal situations.

The purpose of this manuscript is to empower MHC students, who are entering their first practicum, by providing information and practical strategies for embracing the possibilities and avoiding the pitfalls of receiving supervision, that is, for getting the most out of their clinical supervision experiences. Using foundational supervision principles and practices as a backdrop, strategies will be presented for preparing for the supervision experience, launching the supervision relationship, preparing for supervision sessions, and working between sessions.

#### **PREPARING FOR THE SUPERVISION EXPERIENCE**

Self-assessment of one's interest in and motivation for receiving supervision is a logical first step in preparing for the supervision experience. Given that supervised counseling experience is required to obtain a degree and license, formal supervision is essentially a mandated, involuntary requirement. MHC practicum students need to ask themselves the degree to which they consider supervision to be an opportunity for learning, an inconvenience, a restriction, or an imposition. Reflecting on a number of attributes that supervisors expect from and find desirable in supervisees can facilitate this assessment of students' willingness to participate in and receive supervision.

#### **Mental Health Counselor Attributes**

Several authors (S. S. Berger & Buchholz, 1993; Rodenhauer, Rudisill, & Painter, 1989) have maintained that qualities conducive to the successful use of supervision cannot be separated from qualities necessary to become an

effective MHC. As they develop these qualities, MHC students need to be aware that a supervisor's assessments of their skills and knowledge are impacted by the student's behaviors in supervision. Rodenhauser et al. reported a number of supervisee attributes commonly listed by supervisors as "highly desirable for successful learning in psychotherapy supervision" (p. 369). Among these qualities were the following: psychological-mindedness and openness, interest and desire, motivation and initiative, enthusiasm and eagerness, dependability, interpersonal curiosity, empathy, willingness to risk, intellectual openness, habit of developing professional knowledge, minimal defensiveness, introspection, receptivity to feedback, and personal, theoretical, and clinical flexibility. In a more recent study by Vespia, Heckman-Stone, and Delworth (2002) that surveyed supervisors and supervisees, both groups of participants cited the following as most important supervisee behaviors/qualities: demonstrates willingness to grow; takes responsibility for consequences of own behavior; actively participates in supervision sessions; demonstrates respect and appreciation for individual differences; and demonstrates understanding of own personal dynamics as they relate to therapy and supervision.

Practicum instructors could encourage MHC students to rate themselves on each of these characteristics, choose two or three that provide the most challenge or difficulty, form a goal related to each deficit, and consider discussing these areas and related goals with their on-campus and off-campus supervisors. In the absence of such guidance by an instructor or supervisor, the student can ask which of these characteristics pose the greatest challenge or represent a personal weakness. Students might also consider initiating a discussion of qualities desired by their supervisor with such questions as: What kinds of students have been most successful and satisfied in supervision (or on this site)? What kinds of students have been least successful and satisfied? What are some of the behaviors and qualities you value most in your work with supervisees? Questions such as these can provide valuable insight into personal preferences of individual supervisors as well as expectations and conditions unique to a particular clinical setting. Moreover, such questions allow the MHC student to demonstrate a number of the desirable qualities listed.

### **Supervisor Roles**

Although beginning MHC students often have the misconception that supervisors "just tell counselors what to do," supervisors are expected to function in a variety of roles depending on the needs of the supervisee. These roles include teacher, counselor, and consultant (Bernard, 1979, 1994; Borders et al., 1991). Stenack and Dye (1982) explained the primary emphasis of each role. In the teacher role, the supervisor functions as the expert who provides answers or instructs the MHC student in such areas as learning techniques, applying interventions, and conceptualizing. From the role of counselor, the supervisor facilitates the self-growth and explores the personal reactions of the MHC trainee. The focus of supervision interventions from this role needs, however, to be limited to helping the MHC function more effectively as a professional. Finally, in the consultant role, the supervisor provides options and alternatives rather than answers, and the interaction is more collegial. Instead of instructing and directing the MHC student, the supervisor collaborates with the trainee in such areas as case conceptualization and treatment planning.

MHC students can prepare for the corresponding roles of student, client, and counselor by reflecting on their desire to learn skills and knowledge, explore personal dynamics and reactions to clients, and discuss ideas and questions on a collegial level. These preferences are likely to be influenced by the student's level of professional development (Stoltenberg, 1981; Stoltenberg & McNeill, 1997), with beginning practicum students preferring a "supervisor-teacher who focuses on specific counseling skills and techniques" (Usher & Borders, 1993, p. 66). Additionally, MHC students can examine their personal preferences for and comfort with each of these roles, and consider goals for each. Although beginning MHC students usually prefer to function as students who want to be taught by supervisors, they may also have strong needs to assert their autonomy. Being aware of their own preferences and remaining flexible can prepare them for the various roles and preferences of their supervisors.

### **Supervisor Qualities and Responsibilities**

Supervisor qualities of availability and approachability (N. Berger & Graff, 1995; Bernard, 1994) are critical components of effective supervision because the more comfortable MHC students feel about approaching supervisors for help, the more likely they are to seek this help and get their needs met (N. Berger & Graff). Likewise, Bernard stated that supervisors bear certain responsibilities such as tracking and monitoring the student's work with clients, providing regular and consistent feedback to the student, offering suggestions for improvement, and restricting the relationship to supervision. Further expectations of effective supervisors include offering suggestions for dealing with specific therapeutic situations, providing practical support through modeling and coaching, giving emotional

support through reassurance and encouragement, delivering feedback in a constructive way, and being proficient as a therapist (N. Berger & Graff).

Although MHC students typically have limited choices or no choice regarding on-campus and on-site supervisors, gathering preliminary information about their supervisors can prepare students for what to expect. Former supervisees and other students can be invaluable sources of information (N. Berger & Graff, 1995; Magnuson, Norem, & Wilcoxon, 2002). To ensure a balanced perspective of a prospective supervisor, the student should interview several former supervisees and compare responses. When talking with former supervisees, N. Berger and Graff recommended finding out about overall impressions as well as specific supervisory behaviors by asking such questions as:

Was the supervisor easy to interact with? Did he or she make you feel comfortable? How accessible was he or she? Did you feel like you were imposing if you needed to consult between scheduled sessions? What is his or her style of feedback? Were his or her comments ever destructive? (p. 416)

Students might also want to ask former supervisees about their best and worst experiences in supervision and how conflicts were managed. While positive answers to these questions can ease the student's fears and pave the way for developing a positive supervisory relationship, negative answers can help the student guard against personalizing negative supervisor behaviors and responding defensively.

### **LAUNCHING THE SUPERVISION RELATIONSHIP**

MHC students need to be mindful of the fact that the initial meeting with the supervisor sets the tone for the supervisory relationship (Magnuson et al., 2002). Not only is the student assessing the supervisor, but also the supervisor is forming impressions of the student. These first impressions can impact the relationship for better or worse. Thus, MHC students need to be prepared to ask questions and to provide information and answers to supervisors' questions. At the very least, they should have thought out the complementary answers to questions they will pose to supervisors. For instance, the student should provide documentation of education and experience, perhaps in a resume or an academic transcript and be prepared to discuss theoretical orientations, client populations, strengths and weaknesses, goals for professional growth and skill development, any specialized interests, and hopes for supervision. Moreover, students need to be mindful of the degree to which they communicate those previously listed desirable qualities of supervisees: enthusiasm, initiative, openness, psychological-mindedness, and minimal defensiveness, to name a few.

Other practical matters and procedures need to be addressed from the outset of supervision. Unless provided to on-site supervisors directly from the faculty, MHC students are responsible for conveying university requirements (e.g., client-contact hours and taping) and providing corresponding paperwork (e.g., formal contracts, consent forms, evaluations, and counseling records). In addition to university requirements, site policies and procedures need to be discussed. Mechanisms for documenting and maintaining records, procedures for informing clients of the supervisory relationship and its impact on confidentiality, and guidelines for handling emergencies are critical matters for discussion (Magnuson, Norem, & Wilcoxon, 2000). Finally, if not mentioned by the supervisor, the MHC student could inquire about supervisor availability for regularly scheduled supervision sessions and on an as-needed basis for crises, emergencies, and other situations (N. Berger & Graff, 1995; Bernard, 1994).

### **PREPARING FOR SUPERVISION SESSIONS**

The purposes of supervision provide a useful backdrop when considering how to prepare for supervision meetings. Bernard and Goodyear (1998) emphasized the simultaneous purposes of enhancing the professional development and functioning of the MHC student counselor, monitoring the quality of services to clients, and serving as a gatekeeper to those allowed to enter the mental health counseling profession. MHC students should be prepared to initiate topics consistent with these purposes and similarly respond to related supervisors' questions.

#### **Topics in Supervision**

Based on the aforementioned purposes of supervision, Bernard (1994) discussed four major skill areas that comprise

the focus of supervision: process (intervention) skills, conceptualization skills, personalization skills, and professional skills. Bernard defined process skills as what mental health counselors do in their sessions, expressly all observable counseling behaviors including, but not limited to, requesting information, reflecting, role playing, confronting, and supporting. Conceptualization skills involve the thinking of the MHC student. Included in this category are many MHC student covert behaviors such as identifying client concerns, discerning predominant client themes, designing therapeutic interventions, and planning future sessions. Personalization skills recognize the interplay between MHC students' personal attributes and their work with clients as well as their forming an identity as a mental health counselor. This category comprises a broad range of matters including separating one's own reactions from the client's reactions, being nondefensive with clients and the supervisor, handling a variety of emotions from clients and within oneself, and allowing one's sense of humor to emerge in interactions. Although professional skills can overlap with the other categories, they are a discreet category originally operationalized by Lanning (1986) as knowledge of and adherence to ethical standards and professional behaviors. In addition to behaviors emphasized by Lanning—such as being on time for appointments, maintaining confidentiality, and establishing appropriate relationships with clients—Bernard added completing paperwork in a timely manner, dressing appropriately, and related behaviors.

### **Forming a Tentative Agenda**

Knowing those categories helps MHC students understand what areas are important to supervisors and provides options when preparing to initiate or respond to specific topics in supervision sessions. Another important consideration is bolstered by the findings of Vespia et al. (2002) that supervisors placed the utmost value on supervisees implementing the supervisor's directives when client welfare was a concern. Thus, when choosing what to discuss in supervision, students need to be mindful of and sensitive to supervisors' concerns about vicarious liability, their legal responsibility for the actions of supervisees. Moreover, rather than being fearful of admitting mistakes or weaknesses, students should realize that supervisors expect new MHC students to struggle and that admitting to and talking about these difficulties is welcomed by supervisors (N. Berger & Graff, 1995; Vespia et al.). Hiding mistakes and challenges makes beginning MHC students seem defensive or arrogant and increases the real threat to students and their supervisors by almost guaranteeing that real, versus imagined, problems will occur.

Awareness of these expectations and options can help MHC students prioritize when planning for supervision sessions. "At the outset of each supervision meeting, any immediate needs of the counselor (e.g., crisis situations) or the supervisor (e.g., ethical dilemmas or client welfare) become a priority" (Pearson, 2001, p. 176). It is important for students to update the supervisor on any prior directives and suggestions, between-session contacts for crises or emergencies, or ongoing difficult client cases. Once immediate concerns have been considered, students may want to mentally review their caseload. This reflective process can be facilitated by questions such as the following: What clients do I find myself often thinking about or seldom thinking about? When I think about a certain client, what thoughts, feelings, or reactions come to mind? Am I confused about what is driving a client's behavior or a client's internal dynamics? Am I uncertain about what to do to help a client change? Do I know what to do but am unsure of how to do it? Have I encountered a topic that is unfamiliar or uncomfortable? These and similar questions can help MHC students decide what cases to discuss and whether to focus on interventions, conceptualizations, personal reactions, or professionalism. Having decided what topics to initiate, any relevant materials such as paperwork or tapes should be organized or marked to ensure efficient use of time (N. Berger & Graff, 1995).

## **PARTICIPATING IN SUPERVISION SESSIONS**

Careful reflection and preparation enable MHC students to enter supervision sessions with a plan. Along with their plan, students need to remain flexible for any plans or expectations that supervisors may present. Similar to the counseling process, spontaneity, surprises, and challenges are natural parts of the supervision process that provide much of the joy and creativity and, sometimes, frustration and conflict. Being able to anticipate supervisors' behaviors, identify potential sources of anxiety and conflict, and understand common dynamics of supervision relationships allows students to be more proactive and less reactive in their supervision meetings.

### **Active Participation**

Participation in each supervision session begins with taking an active role in establishing a tentative agenda for the meeting. Offering to update the supervisor on the status of follow-ups to directives or suggestions, crisis or emergency cases, or other important pending matters is a useful first step. Additionally, requesting time for specific questions or

challenging cases is also helpful. Providing this information accomplishes a number of things. It lets supervisors know that MHC students are sensitive to supervisors' concerns (i.e., vicarious liability) and respectful of supervisors' expertise. It also helps supervisors make decisions about how to utilize time in the session and what topics to initiate. Finally, it helps to ensure that students are more likely to get their needs met. By being active in structuring the meeting, students can help to reduce the frustration that results when one or both parties feel that essential matters were not addressed.

Being prepared for the various roles (i.e., teacher, counselor, and consultant) that supervisors might slip into and out of when addressing the aforementioned topics can also help to reduce potential confusion and frustration in MHC students. When supervisors provide feedback about performance, teach or model techniques, explain the rationale behind interventions, or provide interpretations of counseling interactions, they are trying to instruct students from the teaching role (Stenack & Dye, 1982). Operating from the counseling role, supervisors are trying to facilitate students' self-growth as it relates to their professional development. Questioning students about their feelings (e.g., whether in response to supervision, counseling sessions, or trying specific counseling interventions) and providing opportunities to explore affective responses, defensive reactions, worries, and personal strengths are all appropriate supervision interventions from the counseling role (Stenack & Dye). From the consulting role, supervisors focus on the client in order to generate information and ideas about treatment. Accordingly, supervisors encourage students to discuss client problems or motivations and brainstorm alternative conceptualizations or interventions. Rather than directing the interactions and providing answers, as is done in the teaching role, supervisors in the consulting role encourage student choice and responsibility by providing options and alternatives instead of answers (Stenack & Dye). Understanding the purposes of each of these supervisor roles can prepare MHC students for responding in a complementary fashion from the respective roles of student, client, and counselor.

### **Taking Initiative**

In addition to merely responding to interventions from supervisors, MHC students can also consider initiating topics from the role of student, client, or counselor, depending on their developmental needs. In other words, MHC Students who want specific feedback about the quality of their conceptualizations or interactions might consider using the following student-role statements or questions: I am uncertain about whether I am going in a useful direction with this client. Can you give me some ideas about how to avoid giving advice when clients keep asking? Would you mind reviewing my paperwork to see if my treatment plans are improved? Can you tell me how to work with addictions, or can you suggest where to find a resource?

MHC students can initiate discussions about personal reactions and feelings by moving into the client role with the supervisor. A transition into the client role could be facilitated by the following questions and statements: I have a hard time paying attention to this client. Could you help me explore the anger that I am feeling toward the client's parents? For some reason, I am reluctant to confront this client, and I would like to figure out what is blocking me. This dream I had about my client contained some powerful images that I am having trouble interpreting. I find that I cannot stop worrying about my clients once I get home with my family. Sometimes in our supervisions sessions, I feel like I will never know enough to work with clients on my own. When I work with this client, he or she reminds me so much of my older brother or older sister. How can I ensure that these feelings will enhance rather than inhibit my work with this client?

Still other comments and questions from students, in the counselor role, can invite supervisors to move into a consultant role. Examples include the following: I am puzzled by the client's presenting symptoms, particularly in light of previous diagnoses. Can we spend some time discussing better ways to establish trust with this client? What do you think the client is trying to communicate by holding the sofa pillow when she talks? What kind of stress management techniques might work best with this client? I cannot really make sense of what keeps the client so stuck in this pattern of behavior.

### **Monitoring Self and Reactions**

Three common occurrences in supervision are worth noting: counselor anxiety, transference and countertransference, and parallel process. Normalizing anxiety as an inevitable part of supervision is an important aspect of preparing MHC students for the supervision process (N. Berger & Graff, 1995; S. S. Berger & Buchholz,



1993; Bernard, 1994). Liddle (1986) identified five possible sources of threat for MHC students: (a) evaluation anxiety, (b) performance anxiety, (c) personal problems or internal conflicts, (d) deficits in the supervisory relationship, and (e) fear of negative consequences for trying new or risky counseling interventions. Accepting anxiety as a natural part of the process can make it easier for students to explore feelings of anger, defensiveness, or disinterest as possible reactions to underlying anxiety by asking themselves what they might be anxious about. Additionally, understanding common sources of anxiety can help students cope with their anxiety. Coping strategies suggested by Liddle included cognitive restructuring of counselor self-statements, rehearsing positive self-statements, reframing vulnerability as an opportunity for growth, assessing student strengths, and relying on outside social support systems. Students might also consider the following strategies: discussing with supervisors anxious feelings the moment they occur in supervision sessions, asking supervisors how they coped with anxiety during their training, and asking for specific feedback and evaluation if uncertain about the supervisor's opinion of their counseling abilities and progress.

In addition to anxiety, transference and counter transference can be the root of confusing, difficult, and sometimes negative interactions between supervisees and supervisors alike (Pearson, 2000). If unrecognized, such unconscious processes increase the potential for ineffective supervision or conflict within the supervisory relationship (Pearson). Recognizing these processes requires a willingness by MHC students to engage in serious personal reflection. Students' expectations for what should be happening in supervision can be influenced by current and prior relationships with other authority figures, including parents, teachers, and bosses. For instance, if students perceive their supervisors as overly critical, aloof, uncaring, smothering, stifling, or untrustworthy, they need to examine the degree to which they have had similar feelings toward other authority figures. Students might also ask others who have worked with the supervisor about their experiences and perceptions. When students realize that their reactions are unique or exaggerated compared to others' reactions and that they have reacted similarly to other authorities, transference is the likely explanation. With such a realization, students are more likely to act constructively rather than react negatively.

Parallel process (Friedlander, Siegel, & Brenock, 1989) is another unconscious phenomenon that is less familiar to MHC students. Parallel process occurs when supervisees unconsciously present themselves to the supervisor in much the same fashion that the client presented to the supervisee. Thus, the supervisee unconsciously replicates the conflict of the client (S. S. Berger & Buchholz, 1993). S. S. Berger and Buchholz argued that MHC students who understand parallel process may be able to observe themselves more effectively and may be more receptive to related interventions by the supervisor. Because parallel process is often subtle, making it difficult to detect, MHC students can be alert to situations in which their responses, reactions, or needs in supervision are atypical for themselves and ask the following: What client am I currently discussing or reminded of? To what degree could the client be feeling similar to the way I am feeling now? Do you have any insights regarding my description of the client and how it compares to your and my feelings in this situation?

## WORKING BETWEEN SUPERVISION SESSIONS

Although working between sessions has already been alluded to and described in such discussions as reflecting on topics for upcoming supervision sessions, several additional suggestions are worth noting. As emphasized by N. Berger and Graff (1995), "the real work takes place between supervision sessions" (p. 432); and MHC students should, therefore, be committed to investing time and energy before and after supervision meetings. According to Bernard (1994), "the key to maximizing supervision is to invest additional energy between supervision and subsequent counseling sessions" (p. 187).

Making notes of important points, strategies, or reflections during or immediately after supervision sessions is an important first step in extending and applying what was learned. A natural extension of making notes is to translate this learning into specific plans for working with clients. Additional outcomes might include specific plans for student learning through researching specific topics or interventions, obtaining and reading materials suggested by the supervisor, or consulting with other professionals. Finally, the loop is completed when preparing for the next supervision session by reviewing or transcribing tapes, making notes on any important topics to be discussed in the next supervision session, and continually assessing one's self on attitudes and receptivity to supervision.

### CONCLUSION

Although supervisors are ethically responsible for the quality of supervision they provide (Bernard & Goodyear, 1998), the ultimate beneficiaries are the MHC students who are being supervised and their clients. Knowing what to expect and what to promote in supervision empowers students to make the most of an ideal situation and perhaps the best of one that is less than ideal. Rather than being passive recipients of supervision, MHC students can be proactive participants who impact the quality of their supervision experience. Recommendations for MHC students are summed up as follows:

- Be proactive.
- Remain flexible.
- Ask for what you need; do not demand it. For example, rather than stating that you must see more clients to get your required hours, consider informing your supervisor that you would like to explore avenues for increasing your client-contact hours.
- Take responsibility for learning and growing in supervision. You are the ultimate winner or loser.
- Self-assessment and reflection are your best tools for improving as a mental health counselor, learning as a supervisee, and problem solving in relationships with clients and supervisors.
- Avoid blaming and focus on planning and problem solving.
- Instead of focusing on what your supervisor does not provide, ask what you can learn from your supervisor.

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